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ABSTRACT

The 571 secondary schools selected by the United States Department of Education for recognition as exemplary institutions represented urban, suburban and rural communities. The proportions of minority students were not markedly different from the national distribution, nor did the socio-economic status of families with students differ greatly from national statistics. Outstanding characteristics of these schools included: (1) they tended to have larger enrollments than secondary schools in the nation as a whole; (2) there were almost as many newly appointed principals as experienced principals in the schools; (3) there were no significant increases in graduation requirements; (4) none of the schools reported attendance below 90 percent; and (5) more schools encouraged students to pursue higher education than high schools nationally. The recognized schools had unusual strengths in the areas of: (1) student discipline; (2) extracurricular participation; (3) recognition of student behavior and performance; (4) school climate; (5) rates of student and teacher attendance; (6) attention to academic learning time; (7) teacher efficacy; and (8) community support. This report presents an overview of the Secondary School Recognition Program and discusses the characteristics of the selected schools and the attributes and dynamics of their successful programs, as well as the challenges they represent for educational policymakers in raising the standards and performance of secondary schools nationwide. (JD)

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The Search for Successful Secondary Schools

The First Three Years of the Secondary School Recognition Program

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THE SEARCH FOR SUCCESSFUL SECONDARY SCHOOLS:

THE FIRST THREE YEARS OF THE

SECONDARY SCHOOL RECOGNITION PROGRAM

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PREFACE

The untiring efforts and boundless commitment of principals, parents, teachers and students in hundreds of schools across the country are at the heart of the reform movement sweeping American education. The purpose of the "Secondary School Recognition Program" is to identify and call attention to the successes of many of these schools while encouraging other schools and communities to look to them for ideas and encouragement. In saluting the 571 junior high, middle schools, and high schools identified during the first three years of the Program, we are sending an important message to the American people. These schools, often found in the most unlikely circumstances, symbolize what is possible with the winning combination of commitment, caring, vision and common sense.

The secondary schools described in this report, The Search for Successful Secondary Schools, demonstrate the enormous potential of American schooling. These schools exist in urban, suburban and rural communities and provide high quality, comprehensive education to students from diverse social, ethnic, political and economic backgrounds. But while all other things differ, their commitment to excellence as a singular purpose does not. This commitment is their hallmark, their primary message to the American people. Their recognition is well deserved and as we see in this report, we have much to learn from their successes.

William J. Bennett, Secretary
United States Department of Education

Executive Summary

Over the past 3 years, the United States Department of Education has formally recognized 571 secondary schools for excellence in education. These schools, representing students from diverse social, economic, and political circumstances, have all demonstrated outstanding achievement in establishing and maintaining exemplary programs, policies, and practices. The present report describes this Federal initiative and attempts to capture some of the energy, commitment, and vision that has made these schools working models of excellence in public education.

The stated purposes of the Secondary School Recognition Program are to identify and recognize unusually successful public secondary schools, and through publicity and other means, encourage their emulation by other educators. To win recognition, schools must first be nominated by their State education agency and then pass a rigorous screening and site visit. Each school is evaluated on 5 outcome measures and 14 attributes of success identified in current school effectiveness studies. Recommendations on which schools best meet the program's recognition criteria are made to the Secretary of Education by a national panel representing various constituent groups in public education.

The 571 schools (out of 1,560 nominated since 1982-83) that have been selected for recognition represent the rich diversity of public education in this country. Data show that schools have been selected from urban, suburban, and rural communities. They also reveal that proportions of minority students in recognition program schools are not markedly different from the national distribution. Nor does the socio-economic status of families with students in recognition program schools differ greatly from national statistics.

Other data compare organizational characteristics of the recognized schools to schools nationwide. Among the interesting findings:

- recognition program schools tend to have larger enrollments than secondary schools in the Nation as a whole;
- there are almost as many newly appointed principals as ones with extended service in the recognized schools, indicating that success does not appear to be related to length of service;
- from 1983 to 1985, there were no significant increases in high school graduation requirements among recognized schools. Formal course requirements in these schools are quite conventional and do not differ from those reported for the entire Nation.

Additional data compare recognition program schools and the Nation as a whole in student attendance figures, drop-out rates, and the proportion of students going on to college. Almost none of the program schools reported attendance below 90 percent, while national figures indicate a rate of 15 to 21 percent of the schools reporting attendance below 90 percent. Similarly, in the Nation as a whole, students are three-and- one-half times more likely to drop out of school than students in recognition program schools. Also, recognition program schools encourage more students to pursue higher education than do high schools nationally.

An assessment of school qualities and conditions according to the recognition program's 14 attributes of success shows recognized schools as having unusual strength in the areas of: student discipline, extra-curricula participation, recognition of student behavior and performance, school climate, rates of student and teacher attendance, attention to academic learning time, teacher efficacy, and community support.

A powerful portrait of successful secondary schools is derived from these data. This portrait is described through nine themes. While in some ways these themes are similar to the attributes of success, they differ qualitatively in their focus on the importance of people and their talents, energies, and relationships.

The first theme is a sense of shared purpose among faculty, students, parents, and the community. In most cases, the written statements of goals prepared by these schools are the same as those found in most schools. What is different is that these statements are taken seriously and are translated into actions in day-to-day activities. Policy makers and administrators are committed to following up and assessing progress toward the goals. By articulating their goals, schools are forced to set priorities, which, in turn, help give them a clear identity and strengthen the bonds of loyalty in the school community.

A second theme involves school leadership. Parents, teachers, and students are unanimous in citing the principal as providing the necessary vision and energy in creating and maintaining conditions of success. Likewise, these same principals are major forces in initiating improvements and in encouraging, supporting, and integrating faculty initiatives. In spite of the importance of leadership, however, no one leadership style appears dominant. What seems to matter most is the fit between the style of the principal and various subcultures in the school community. In essence, successful principals understand their major constituencies -- students, staff, parents, and central office -- and are able to work effectively with each.

Another theme presented by these successful schools deals with control and discretion. Principals in these schools generally exercise control in three ways: by monitoring the school's operation; by insisting on careful articulation and management of the curriculum; and by being thoughtful and careful in their supervision of teaching staff. At the same time, teachers in these schools have a great deal of autonomy in doing their work. Such a culture of collegiality creates a sense of collective responsibility and accomplishment, as well as a strong sense of efficacy.

Successful secondary schools also effectively recruit and hold on to talented teachers and administrators. Many schools report high percentages of teachers with master's degrees or better. Others highlight their low turnover or the competitiveness of their teachers' salaries. Beyond these tangibles, however, lies a sense of belonging to an institution whose goals and values teachers not only share but also have the power to influence. There is a respect and dignity that comes with being regarded with deference and esteem by colleagues, students, and community members; by having autonomy and the opportunity for personal progress and growth; and just as important, by having a work environment that makes teachers feel safe, secure, and comfortable.

Rewarding teacher accomplishment is another theme in the school recognition program. Schools single out individual teachers formally and informally. Yet, teachers often told site visitors that the recognition most important to them comes from their peers. For their part, successful schools show teachers their appreciation in a variety of ways. These include merit pay, stipends for professional development, and promotions.

The enhanced motivation of students in successful schools is a consequence of their relationship with adults in their school. Therefore, a sixth theme in recognition program schools is positive student-teacher relationships. In many of these schools, teachers and students are provided opportunities to meet informally during and after the school day. Other approaches involve the scheduling of one-to-one instruction or participating in extra-curricular activities. Open and caring relationships with teachers show students that not only does the school care about academic achievement but that it also cares about them as human beings. This, in turn, leads to a positive school environment where students and faculty strive to achieve shared goals.

An important characteristic of unusually successful schools is their strong conviction that all students can be motivated to learn. Accompanying this is a willingness among school staff to accept responsibility for enhancing learning opportunities for their students. Higher expectations are also frequently coupled with stronger reward systems. Most of the schools in the recognition program use both formal and informal means to recognize achievement and to encourage even higher levels of performance among their students.

Despite their successes, schools in the recognition program are not immune to the problems faced by other public schools. Nearly two-thirds of the schools identified facilities, declining enrollments, and financial issues as obstacles with which they have had to cope. What sets these schools apart from most secondary schools are their creative responses to problems. Rather than viewing problems as constraints, many of these schools view them as opportunities. Underlying this attitude is the support of their communities, particularly parents and board members who expect success and give their schools the discretion and resources necessary to achieve it.

The final significant theme to emerge from the data on successful secondary schools is the high degree of involvement by parents and community members in school affairs. These individuals contribute human resources in carrying out various day-to-day school activities, promoting the schools through public relations campaigns, and seeking additional funds. Strong parent organizations seem to be the norm in successful schools. Moreover, staff at these schools not only invite the community into their classrooms and corridors, they also take the school into the community by encouraging students to participate in a variety of community activities for curricular and extra-curricular experiences.

The unusually successful schools described here, with their rich diversity and their record of achievement represent what is best about American public education. Each school has pursued excellence and equity in education, but their policies and practices vary in response to a unique set of conditions. This poses a challenge to policy makers. That challenge is in finding ways to replicate the success of these schools without undermining the bases upon which it rests -- local pride and ownership.

The implications for local policy makers are clear. They need to examine their policies and practices in light of the nine themes of success described here and work toward closer approximations of these conditions in their schools.

If State and Federal policy makers wish to further the search for excellence in school districts across the Nation, they must reconsider approaches to reform that place constraints on local initiative and the capacity of schools to develop unique responses to local needs. State and Federal policy makers should temper their desire to standardize policy and centralize decisions in order to force change. Instead, they should consider incentives and initiatives that promote local pride and ownership within a framework that promotes and protects State and national interests.

I. Recognizing Success: An Introduction to the Secondary School Recognition Program

Optimism is beginning to replace the gloom and doom that has characterized discussions of public education in the past few years. State leaders are raising standards, seeking reforms in teacher education and certification, and creating new incentives for improvement in the schools. The call for reform has produced a re-examination of the quality of public education, resulting in recognition for schools where quality has been a tradition and for those in which quality is the result of persistent struggle against difficult odds. The true story of reform, however, is not found in State capitals but in communities all across the land in which parents, teachers, administrators, students, and civic leaders are working together to create and preserve unusually successful schools, as these observations by site visitors and school staff illustrate:

> Four years ago this was the worst school in the county. Now there is total unity and we are the best. We are like a family. We have learned to live with each other. The principal has showed us how to have pride, how to work, how to have confidence, how to succeed.
>
> People want to belong to this faculty. When a vacancy occurs there are 40 to 50 applicants.... The administration has hired a good staff -- we compete with each other but in a very positive way. . . . It's not a job to us -- it's our life. .... Ineffective teachers can't survive here -- the peer pressure to be good is intense -- you want to measure up to your colleagues.
>
> The governance of the school is a shared process by the principal and faculty. The process is based on mutual trust by everyone. Important decisions in the school are made jointly at the weekly faculty meetings held each Wednesday afternoon .... In this school the faculty and principal jointly do all the class and student scheduling by team. This means that the faculty has the opportunity to make decisions regarding their schedules and are committed to the finished product since they are involved in the process.
>
> The principal is the recipe for administrative leadership that is so often cited in articles. He works hard on a visible presence. He calls kids by name. Students and staff affirm repeatedly his accessibility, his personal kindness, and firmness in applying the rules. . . . Besides visibility and a leadership style that cultivates respect and attention, the principal shrewdly structures the school day to gain the most flexibility to match staff with student academic need.
>
> From what was once a racial/ethnic battleground comes this testimony of a unique high school. It is a tri-ethnic school that is tri-ethnic in every sense. The classes, particularly honors and AP classes, reflect the ethnicity of the school (25 percent white; 25 percent Hispanic; 50 percent black). This didn't just happen. There was a conscious effort on the part of the administration to make this a reality. The Valedictorian and Salutatorian are black. One of these youngsters was going to drop out three years ago -- he is now carrying a 4.0 GPA. The top 12 seniors, academically, again are representative of the ethnicity of the school. If one would want to see the American dream in action, a visit to this high school would be appropriate.

These are but a few brief accounts of some of the exciting efforts underway in our Nation's more successful secondary schools. Over the course of the past three years, the United States Department of Education has sought to identify unusually successful secondary schools and has recognized 571 public secondary schools for their efforts to establish and maintain exemplary programs, policies, and practices (see appendix A for a complete list of the recognized schools). These schools are exciting places for their students and represent working models of what is possible in public education. This report describes this Federal initiative to recognize excellence in public secondary education* and attempts to capture some of the vitality that has made these schools so successful.

At the change of Federal administrations in 1981, the Department of Education was the focus of intense debate. What should be the role of the Federal government in public education? All parties were agreed that one critical role was leadership to foster excellence in public education. In response, a program was developed to give recognition to unusually successful public secondary schools. The seed was planted for the Secondary School Recognition program. In early June of 1983, the first group of high schools and schools for young adolescents (junior high schools and middle schools) to be given national recognition was announced. During the past 3 years, 571 secondary schools (just over 2 percent of the Nation's public secondary schools) have received the Secretary of Education's flag, symbolic of excellence in education.

The stated purposes of the program are to identify and recognize unusually successful public secondary schools, and through publicity and other means, to encourage others to emulate their successful programs, policies and practices. (A brief history of the evolution of the recognition program is found in appendix B.) The staff of the recognition program has worked with the States to set up a selection process that is fair and yet responsive to the diverse social and economic circumstances under which our public schools function. The first part of that process is the completion of a school nomination form by individual schools (see appendix C for a copy of the 1985 form and the site visit guide). There are three parts to the form. The first focuses on demographic characteristics of the school and includes information on enrollment, type of community, racial and social composition, and staffing. The second section focuses on answers to questions about the 14 attributes of success that emerged from research on effective schools and were used as indicators of quality in the recognition program. The 14 attributes are:

- clear academic goals
- high expectations for students
- order and discipline
- rewards and incentives for students

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*The Department of Education has also awarded a grant to the Council for American Private Education to conduct a parallel program to recognize the Nation's outstanding private secondary schools. This report focuses only on the public schools.

- regular and frequent monitoring of student progress
- opportunities for meaningful student responsibility and participation
- teacher efficacy
- rewards and incentives for teachers
- concentration on academic learning time
- positive school climate
- administrative leadership
- well-articulated curriculum
- evaluation for instructional improvement
- community support and involvement

The third section addresses educational outcomes that include -- but are not restricted to -- achievement test scores. Other measures include attendance rates, drop-out rates, suspensions and other exclusions, and awards for recognition of outstanding programs or individual performance. The nomination form also includes several questions that enable school staff to elaborate on the factors contributing most to their success and the obstacles they had to overcome to be successful.

The program is administered by the Secretary's office in cooperation with State departments of education. The States distribute individual school nomination forms and set up screening processes for review of school applications. Individual States are responsible for establishing selection procedures suited to the conditions in their State. In 1982-83, each State was permitted to nominate five schools in each of the categories: schools for young adolescents and high schools. In the second year, 1983-84, the procedure was altered and each State was given a quota for nominations reflecting its population and its number of eligible schools. In 1982-83, 44 States participated and 496 nominations were submitted. During 1983-84, 48 States, the District of Columbia, and the Department of Defense Dependents Schools participated and 555 nominations were received. In 1984-85, 49 States, the District of Columbia, and the Department of Defense Dependents Schools were involved.

The nominations submitted by the States have undergone a three-step review process. First, each year a national panel has been convened by the recognition program to review the applications. The 18-member panels have been broadly representative of the constituent groups in public education (see appendix D for a list of panel participants). The information provided by each school on both the outcome criteria and the 14 indicators of success in the nomination form has been carefully reviewed by the panel. Typically, the paper screening has reduced the pool of nominations by approximately one-half. The remaining schools have

received a site visit. These site visits last for two days (only one day in 1983) and are conducted by visitors representing a mix of researchers, consultants, administrators, and other educators with extensive experience in secondary education (the full list of site visitors is presented in appendix D). During the site visits, interviews are conducted with teachers, administrators, students, and parents; observations are made in the building and classrooms; and detailed reports are prepared for each school. The reports contain extensive information about how the various school personnel who have a stake in the outcome perceive the strengths and weaknesses of the schools and their roles and influence in them. The reports also contain vivid descriptions of the climate in the schools and activities in the classrooms. In the final step of the selection process, the national panel reviews these site visit reports and the school nominations, interviews the site visitors about each school, and makes recommendations to the Secretary of Education. As a final check, all nominated schools are reviewed by the Office of Civil Rights to ensure that they are in full compliance with Federal civil rights laws.

The number of schools nominated, visited, and recognized each year are presented below:

Table I.1
Number of secondary schools
participating in the Secondary School Recognition Program

Year	Schools nominated	Schools visited	Schools recognized
1982-83	496	198	152
1983-84	555	263	202
1984-85	509	277	217

This is a report on the 571 secondary schools ultimately selected for national recognition during the first three years of the national recognition program. The purpose of this report is to call public attention to these centers of excellence. While no report can do justice to the stories of the people who have made these schools successful or fully communicate the excitement and vitality found in these schools, it is hoped that this document will stimulate increased interest in these schools and lead other educators and interested citizens to go see for themselves what can be done in public education. Reform is not an armchair activity, it is not brought to fruition in State capitals by legislators or State boards of education. It requires energy, commitment, and vision on the part of those who work in our schools. This report is the story of such people. They are leading the way in restoring excellence to our public schools. Those of us seeking to raise the quality of public education would be well-advised to examine their accomplishments and to learn from their efforts.

The following segments of this report are divided into four sections. The first section offers descriptive data on the demographic, organizational, and outcome characteristics of the recognized schools. The second section provides detailed information on the 14 attributes of success used by the recognition program. In the third section, a set of nine themes that characterize the dynamics of these schools is discussed. The final section outlines the implications for policy makers at the local, State, and Federal levels.

II. Profiles of the Schools

The diversity of social experiences in American life is far too complex to capture in a few statistics portraying the different contexts of schooling. Yet, it is instructive to review the more commonly used quantitative indicators to understand and highlight the rich diversity of public education in this country. To offer a better understanding of the kinds of schools and communities involved in the Secondary School Recognition Program, a broad range of basic descriptive characteristics are presented in this section. To facilitate comparisons, comparable national data are offered when available. The data are presented in three, broad categories: demographics, organizational characteristics, and outcomes.

Demographics

Three major characteristics are highlighted in this section. The first focuses on the character of the communities where these schools are located. A challenge for the recognition program has been to ensure that schools serving all types of communities receive recognition for their accomplishments. Figure II.1* shows the distribution of schools across urban, suburban, and rural settings for both the recognition program and the Nation as a whole. The data indicate that urban schools have been recognized in proportion to their national numbers, that suburban schools are over-represented and that there is an under-representation of rural schools. A number of factors may help explain the imbalance in the latter two categories. First, while active efforts have been made to promote the recognition program in rural areas, suburban schools have responded more enthusiastically than rural schools. However, it should be noted that the chances of recognition once nominated were no less for rural schools than the other two. Indeed, the proportion of nominated suburban schools that were not recognized has been higher than for either urban or rural schools. Second, the application process is time consuming. In small, rural schools the resources available are insufficient to allow time to prepare the application. Third, some rural educators may have believed that their schools had less chance of being recognized because their programs were not as comprehensive. Finally, the communications channels to suburban and urban schools may have been more effective.

The second demographic comparison is of the racial composition in the schools. Due to the predominance of suburban schools, there has been some concern that schools serving minority students might be under-represented. The pie charts in figure II.4 address that issue. While the data reveal that the recognition program schools do not have exactly comparable proportions of minority students relative to the national distribution, the numbers are not markedly different. Minority students represent just over one-quarter of the Nation's school enrollment while in this sample they represent just under one-fifth. Not only are the figures comparable, but the distribution of minority enrollment in the schools is also broadly representative reflecting the full spectrum from all white to all minority enrollment.

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*All figures appear at the end of the chapter; references for the figures follow.

The final demographic variable is an indicator of student socio-economic status. This variable reflects the financial status of the students' families, as measured by the proportion of families in a school below the federally defined poverty level. The data in figure II.3 display the proportions of students in each of four categories for the recognition program schools relative to national statistics. While the differences between the national figures and those of the program are not large, it is interesting to note the differences at the extremes. On the left side of the chart, students in the recognition program schools are twice as likely to be from families in the wealthiest category. On the opposite side of the chart, recognition program students are one-and-a-half times as likely to come from families in the poorest category. As with the racial data, these numbers reflect the broad diversity of backgrounds that are represented by the students enrolled in the recognition program schools.

Organizational Characteristics

This category of data focuses more directly on the institutional characteristics of the schools themselves. Seven separate measures are reviewed in this section:

- size of enrollment
- grade span
- number of schools in the district
- student-teacher ratios
- principal's years of service
- graduation requirements
- remediation programs

The first variable focuses on the size of the schools as indicated by the student enrollment. Separate figures are presented for high schools and schools for young adolescents (see figure II.4). For the high school sample, there are marked differences in enrollment patterns relative to national averages. Recognition program schools are under-represented in the smallest size of enrollment category (1 to 299 students) as compared to national averages. This undoubtedly reflects the under-representation of rural schools in the recognition program. On the other hand, recognition program schools are twice as likely to be found in the largest category. These differences are not nearly as striking in the schools for young adolescents. Overall, the data indicate that the recognition program schools tend to have larger enrollments than secondary schools in the Nation as a whole.

The next variable focuses on the arrangement of grade spans in high schools and schools for young adolescents. At the high-school level, the two primary combinations are 9-12 and 10-12 with the majority of schools having the former organization. The data from the recognition program schools look very similar to the national distribution (see figure II.5). In the schools for young

adolescents, there are a greater variety of grade- span combinations, but the distinguishing characteristic is whether a school labels itself as a junior high or a middle school. As with the high school data, the proportions in the recognition program schools are very similar to the national distribution (see figure II.5).

The third organizational indicator is the number of secondary schools in the district. Some argue that schools in larger systems are more rigidly bureaucratic and have less discretion and flexibility at individual school sites. It is maintained that this makes it more difficult to develop a school identity and to establish staff and student commitment that characterize these unusually successful secondary schools. Data are displayed in figure II.6 that compare the proportion of recognition program schools that are the only schools of their type in a district as opposed to those that are one of a group of schools in the district. The data are grouped into high schools and schools for young adolescents categories. While the data indicate that high schools are more likely than schools for young adolescents to be the sole school at a given grade level in the district, the numbers reveal that in both cases, the majority of districts represented have multiple secondary schools. These data help counter the argument that successful programs are easier to maintain in smaller districts.

The next indicator offers evidence on an important staffing ratio. Figure II.7 compares teacher-student ratios in the schools for young adolescents with those in a national sample. The differences are striking -- the recognition program schools allocate their resources to provide lower teacher-student ratios so that almost three-quarters of the schools have ratios of less than 1:20, whereas the national sample indicates that only one-fifth have ratios below this level.

Another interesting characteristic of the schools is the wide variation in the principals' years of service in the building. When dividing the principals into three groups by years of service, it is worth noting there is an almost equal proportion in each category at both the high school and school for young adolescent levels (see figure II.8). Success does not appear to be related to length of service; there are almost as many newcomers in the recognition program schools as there are long-term principals. Furthermore, when this indicator was compared with the 14 success attributes, no associations were found between length of service and the attributes.

The final two organizational indicators focus on specific remedial programs and the graduation requirements in the recognition program schools. Figure II.9 provides information on the proportion of recognition schools that have remedial programs for students in each of the seven subject areas. The data are displayed separately for high schools and schools for young adolescents. The patterns are fairly consistent throughout the data -- high schools perceive more need for remediation than schools for young adolescents. The two exceptions are reading, where at least two-thirds of both high schools and schools for young adolescents have special remedial programs, and special education, where schools for young adolescents were two-and-one-half times as likely to operate remedial programs.

The last indicator in this category focuses on graduation requirements. Figure II.10 summarizes this data for high schools, the only ones asked to provide it. A summary such as this does not allow the few schools with very high standards to be identified. However, it does portray overall trends quite nicely. Several points about the data are worth mentioning. First, with the national focus on secondary education and the penchant for legislatures to change more visible educational policies (like course requirements for graduation), it is interesting to note that from 1983 to 1985 there were no significant increases in requirements among the three samples of schools. Second, the formal course requirements in these schools are quite conventional -- the averages for the recognition program schools are no different than the averages reported for the entire Nation. Clearly, course requirements are but a part of their success. Finally, while not presented here, it is somewhat surprising to find that there are almost no foreign language requirements in these schools.

Outcomes

A wide range of outcomes was collected from each school including test score results, attendance, suspension rates, drop-out rates, number of students going on for further schooling, and special awards received by the school. The variety of reported test scores and the variation in presentation formats made them impossible to summarize in any meaningful way. Likewise, reports of suspension rates involved such a range of definitions and presentation formats that it was not possible to make comparisons across the sample of recognition program schools. The only comparable data were student attendance figures, drop-out rates, and the proportion of students going on to college.

Figure II.11 summarizes student attendance data for the recognition program schools relative to national data. Separate figures are presented for high schools and schools for young adolescents. The data are remarkably similar for both levels. Less than 5 percemt of the recognition program schools reported attendance rates below 90 percent as compared to 15 percent and 21 percent, respectively, for high school and school for young adolescents' attendance rates in national samples. Recognition program data also revealed a higher proportion of schools at the high end of the attendance scale. These numbers reflect what will be evident from additional evidence offered later in this report -- these schools are exciting places to learn and students show that excitement by playing an active part.

The last two outcome measures are reported for high schools, only. Figure II.12 displays the comparison of drop-out rates to national figures. These data provide one of the most striking differences across all comparative data. Students in the Nation's schools are about three-and-one-half times more likely to drop out of school than students in the recognition program schools. A clear message is being sent to students by these schools -- they care about them and are doing everything possible to maintain programs that meet the diverse needs of their student population.

The final outcome data reflect the proportion of high school graduates who enroll in 4-year colleges or universities. Figure II.13 provides clear illustration that the recognition program schools are encouraging more students to pursue academic interests than are the Nation's high schools as a whole. Not only are the recognition program schools doing a better job of keeping the enthusiastic attention of the students while they are enrolled in secondary school, they are also doing an excellent job of instilling a love of learning that clearly is carrying over to their postsecondary lives.

SCHOOL DEMOGRAPHIC CHARACTERISTICS

Figure II.1

Metropolitan status of communities

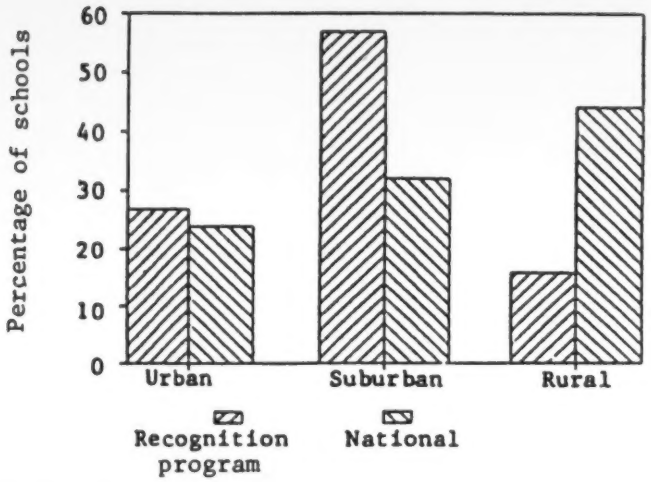

Figure II.2

Racial composition of schools

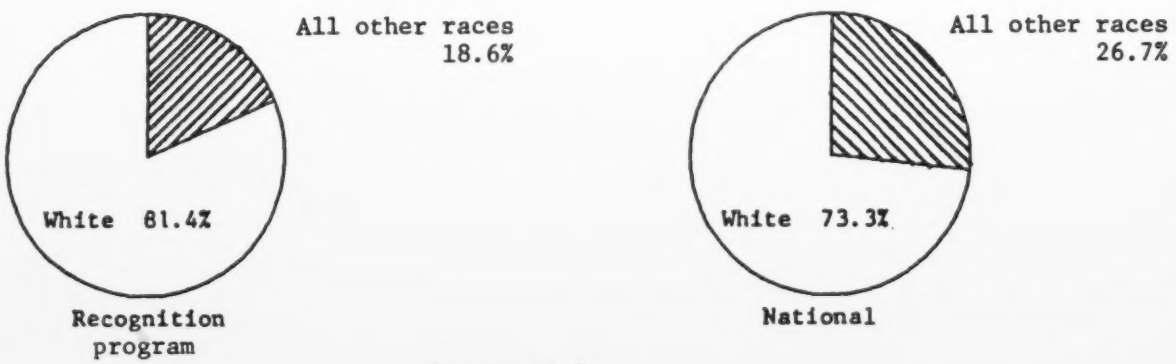

Figure II.3

Students from low-income families

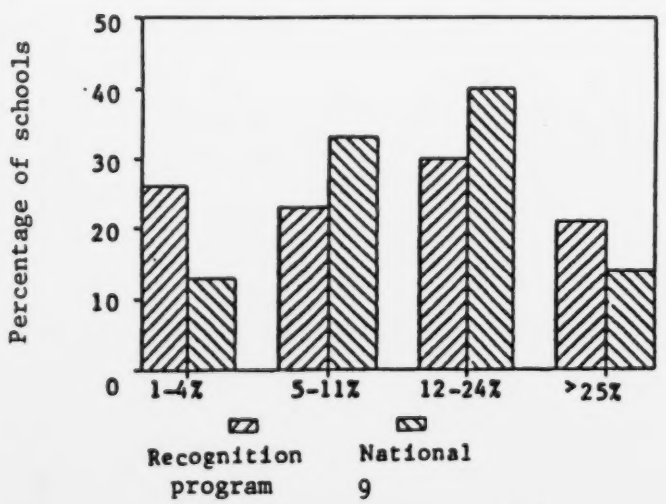

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Figure II.4

Enrollment

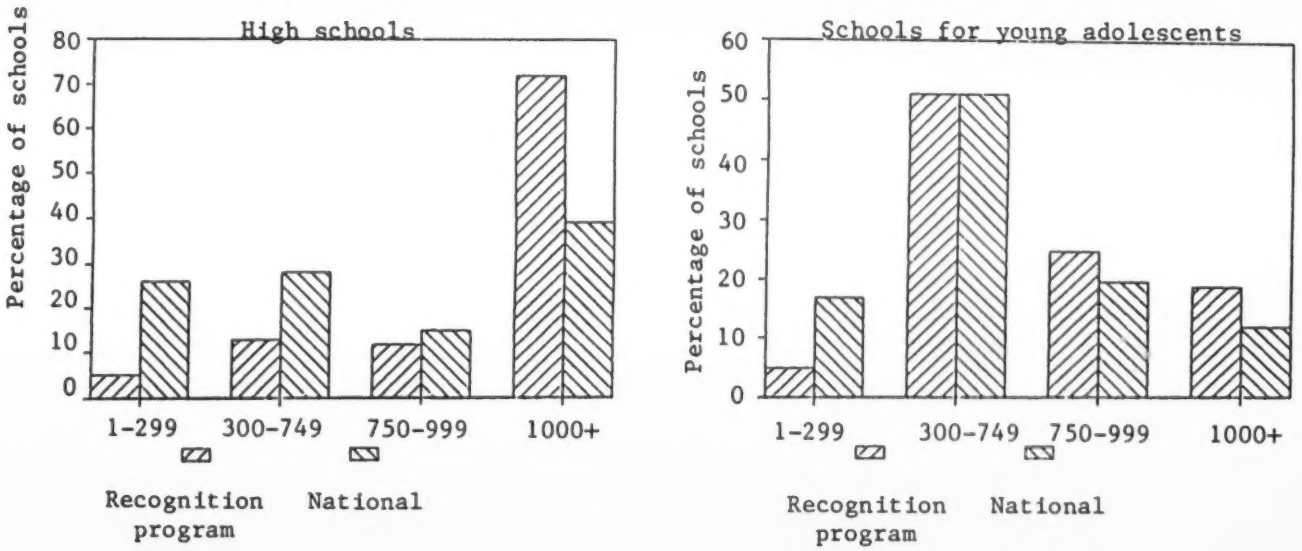


Figure II.5

Grade span distribution

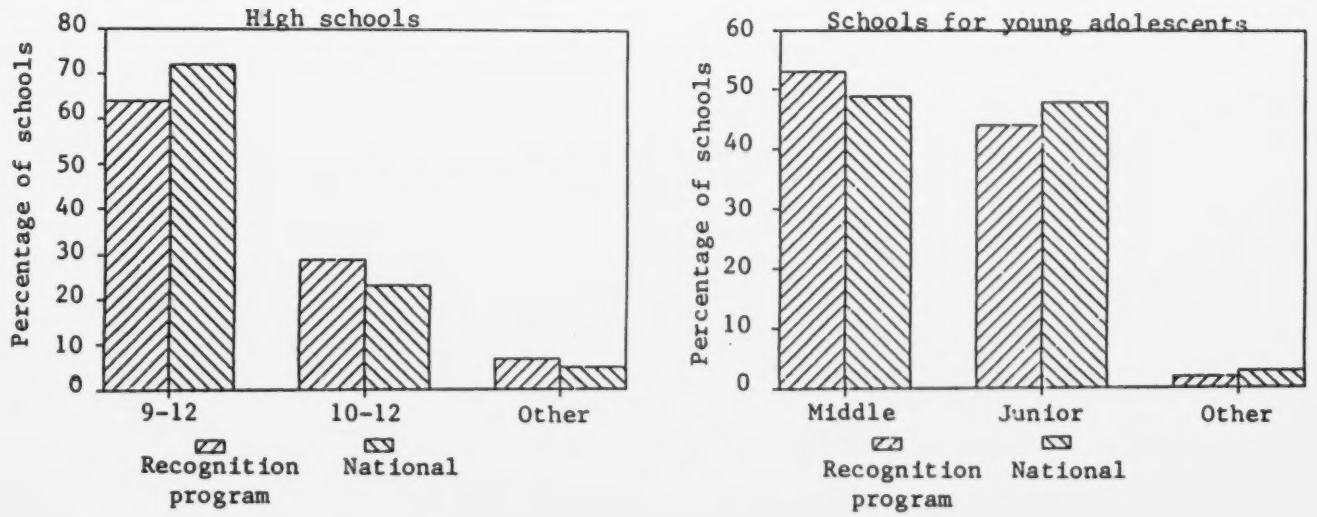


Figure II.6

Single vs. multiple secondary schools in a school district

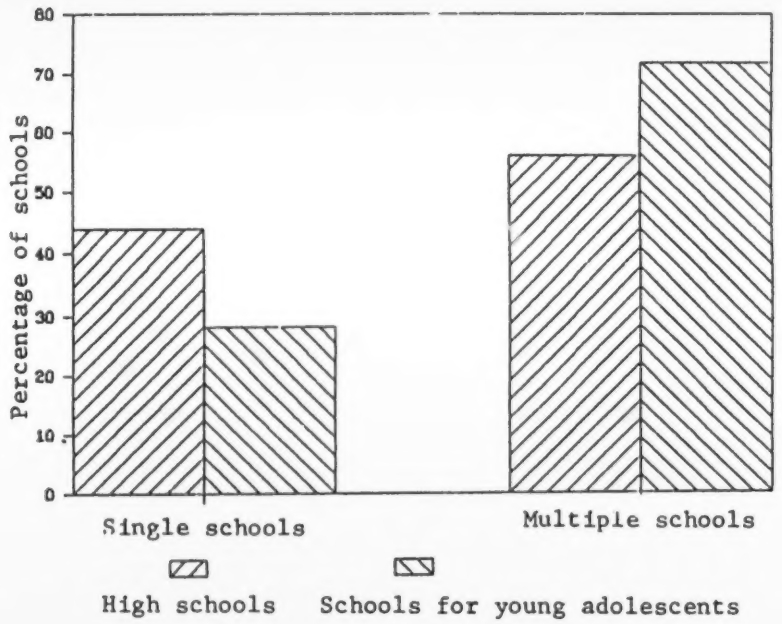


Figure II.7

Teacher:student ratios (schools for young adolescents)

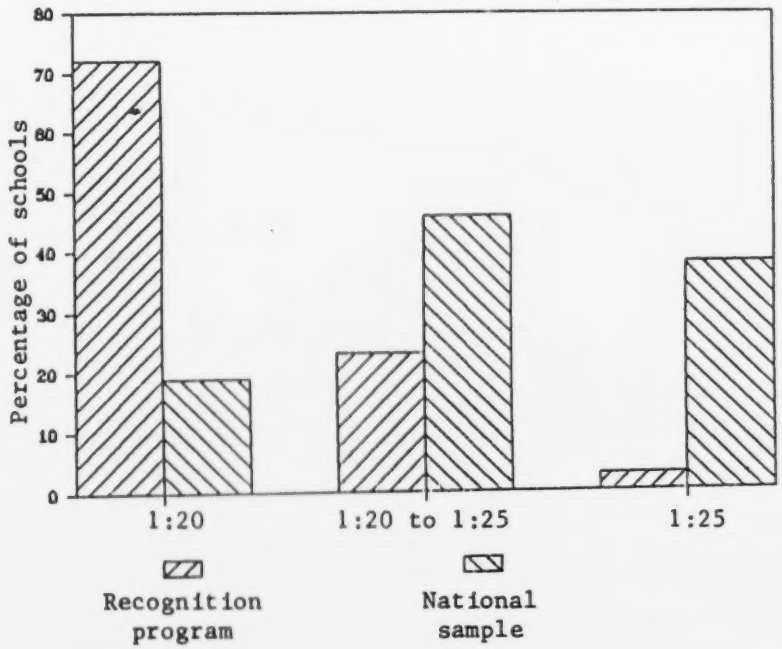


Figure II-8

Principals' years of service in the recognition school

Figure II.9
Recognition Schools with remediation programs

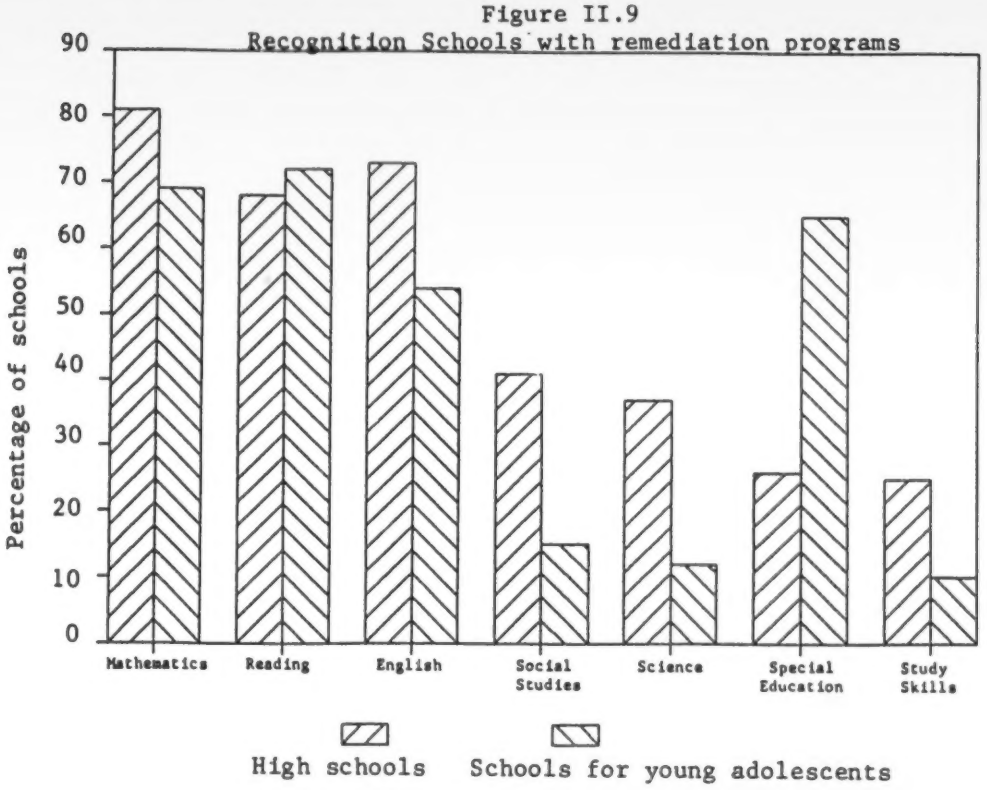
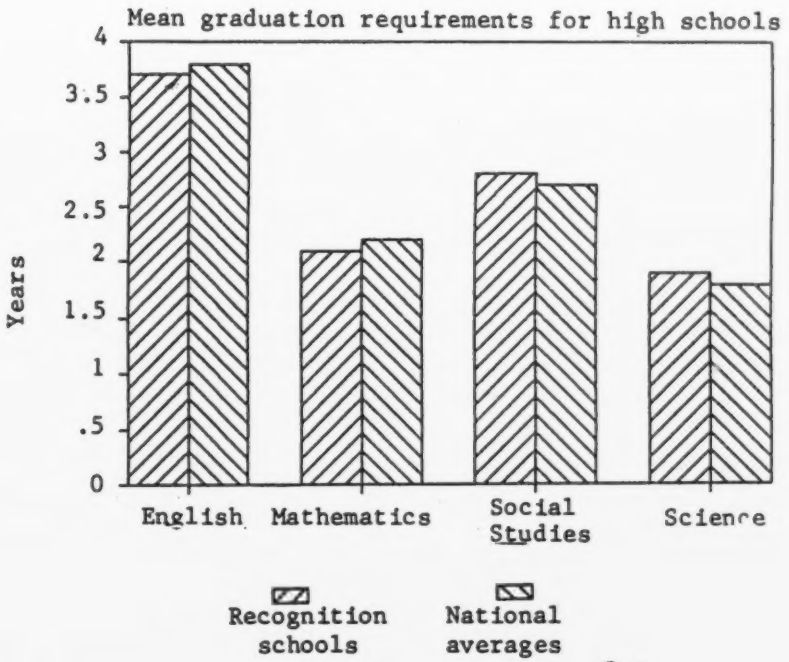


Figure II.10



SCHOOL OUTCOME CHARACTERISTICS
Figure II.11

Student Attendance

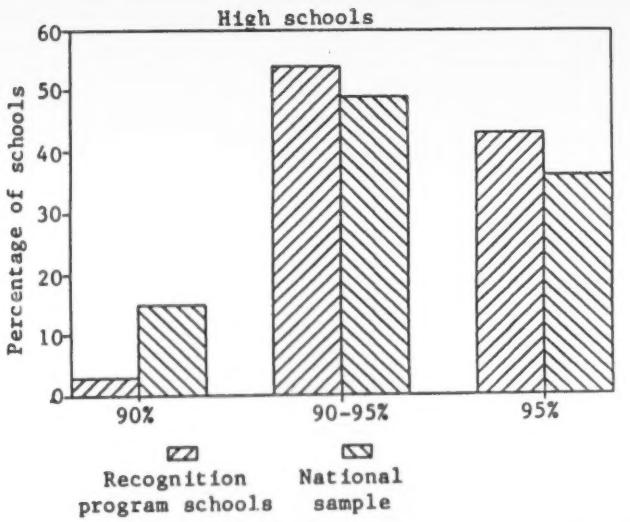


Figure II.12

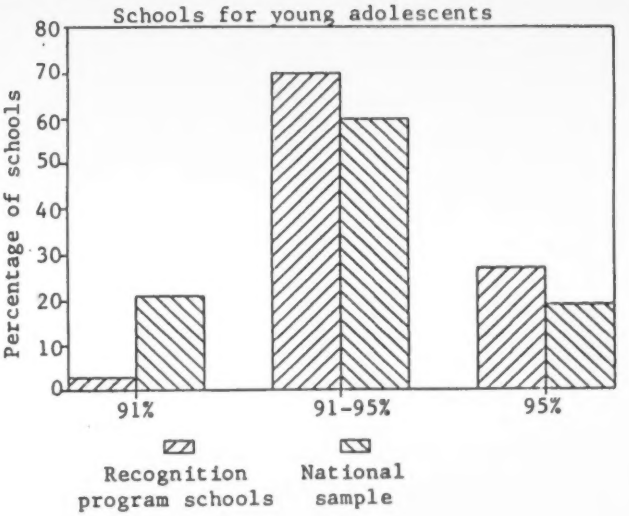
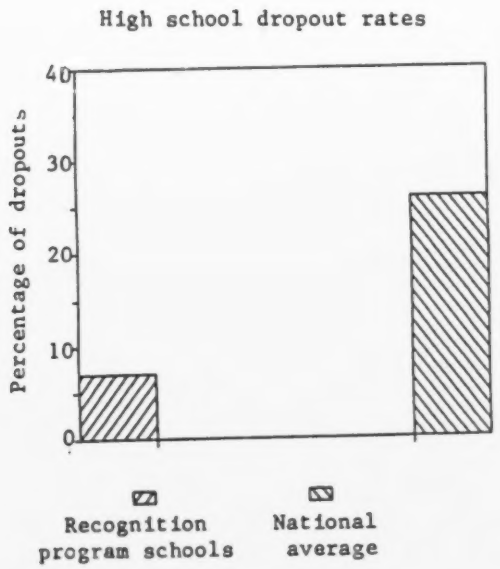
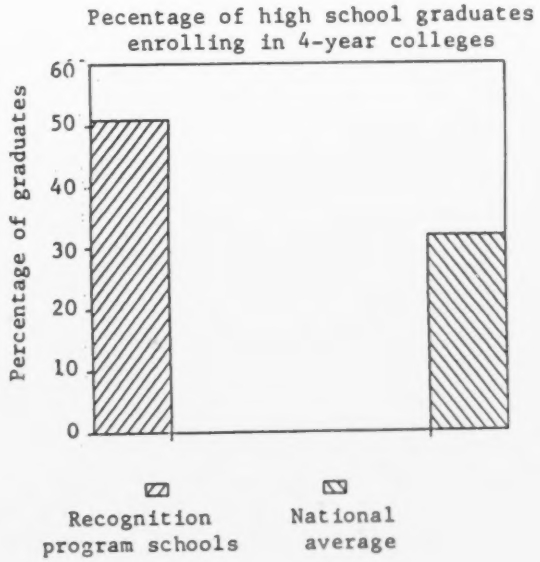


Figure II.13





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Chapter II Figures

FIGURE 1. Metropolitan Status of Communities: Market Data Retrieval, 1985. (Unpublished data).

FIGURE 2. National Center for Education Statistics (1985). Condition of Education. Washington, D.C. (p. 26).

FIGURE 3. Market Data Retrieval, (1985). 1985 Educational Mailing Lists and Marketing Guide. Shelton, CT.

FIGURE 4. National Center for Education Statistics. "Public Elementary and Secondary Schools: Fall 1982." Historical Report. (NCES 85-103).

FIGURE 5. Ibid.

FIGURE 6. Single vs. Multiple Secondary Schools in a School District: No nationally comparative data are available. (Data only from recognition schools.)

FIGURE 7. Valentine, J., Clark, D.C., Nickerson, N.C., Jr., Keefe, J.W. (1981). The Middle Level Principalship. Vol. I: A Survey of Middle Level Principals and Programs. Reston, VA. National Association of Secondary School Principals. (p. 49)

FIGURE 8. Ibid. (p. 12)

FIGURE 9. Schools with Remediation Programs: No nationally comparative data is available. (Data only from recognition schools.)

FIGURE 10. Education Commission of the States. Minimum high school graduation requirements in the states, as of November 1985. (n.d.) Clearinghouse Notes.

FIGURE 11. Student Attendance:

(High Schools) - National Center for Education Statistics, High School and Beyond -- First Follow-up, 1982.

(Schools for Young Adolescents) -- Valentine, J., et al. Op. Cit. (p. 50).

FIGURE 12. National Center for Education Statistics. (1985). The Condition of Education. Washington, D.C. (p.208).

FIGURE 13. National Center for Education Statistics. (1985). Digest of Education Statistics. Washington, D.C.

III. Attributes of Success

What constitutes success in public secondary education? How can unusually successful schools be identified? Is it possible or desirable to apply uniform criteria to schools serving diverse communities? Such questions are not easily answered and can engender lively debates among educators and policy makers. Yet the recognition of unusually successful schools by the U.S. Department of Education required practical and acceptable answers to such difficult questions. The Secondary School Recognition Program sought a practical solution to this dilemma by collecting evidence on many facets of school quality and relying on the judgments of experienced people for overall assessments about school success. There were 5 outcome measures and information on 14 broadly defined attributes of success that were reviewed in this process, along with other relevant data on the school.* The 14 attributes of success were drawn from studies of effective schools and represent a synthesis of the findings concerning significant characteristics of such schools.

In this section, the rationale for the 14 attributes used as criteria will be reviewed and their relative strength in the recognized schools will be analyzed.

Research on School Effectiveness

Research has demonstrated that some schools provide more effective instruction to their students than other schools serving similar populations. The most popular summary of this research, the Five Factor Theory developed by the late Ronald Edmonds of Harvard University (1979), identifies strong building-level leadership, clear goals, an orderly school climate, high expectations and standards, and frequent monitoring and assessment of student progress as the essential characteristics of effective schools. Effective schools are described in this research literature as being different from schools in general. They are more tightly managed. Their curriculum, instructional practices, and tests are more carefully aligned, and their work directed toward agreed-upon goals. Such schools, it is contended, are better able to reduce the effects of socio-economic background on academic achievement. They are "strong" schools that make greater demands on their students, whose policies and practices reduce the influence of social environment and peer culture on student behavior and academic performance.

The research on effective schools has often been criticized for methodological weaknesses (for example, see Mackenzie, 1983; Rowan, Bossert, & Dwyer, 1983; Ralph & Fennessey, 1983). It is important to remember that most of the studies have examined urban elementary schools serving low-income children and that the "findings" are merely correlations between school characteristics and student performance on basic skills tests. Yet, dozens of studies conducted independently have reached similar conclusions. Their findings also are consistent with the results of studies of effective teaching. And there are striking parallels between these findings about effective schools and the analysis of conditions in highly successful businesses (Clark, Lotto, & Astuto, 1984). Studies of policy implementation in education, school improvement

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*See Appendix C for a copy of the 1985 nomination form and site visit guide.

programs, and workplace reform also confirm the conclusions drawn from the school effectiveness studies. Finally, and perhaps most importantly, the findings make common sense to practitioners and are widely accepted by them as a guide to improving policy and practice in the schools. In sum, there are powerful and persuasive arguments for using the findings from research on effective schools and classrooms as one basis for defining indicators of quality and success.

Effectiveness in Secondary Schools

Most reviewers of the effective schools literature, however, have expressed skepticism about the application of this emergent "theory" to secondary schools (for example, see Corcoran, 1985; Purkey & Smith, 1983; Rutter, 1983; Firestone & Herriott, 1982). They note the paucity of studies of secondary schools and point out the dangers of relying on a narrow range of learning outcomes in defining effectiveness. They also note the differences in the populations served by elementary and secondary schools and note their significant organizational differences as additional reasons for caution in applying effective schools theory to secondary schools. However, two widely read pieces of research -- the study of London secondary schools by Michael Rutter and his colleagues (1979) and the comparative analysis of public and private secondary schools in the United States by James Coleman and his associates (1982) -- have identified secondary school variables that are linked to higher student achievement and their findings are strikingly similar to the conclusions of other school effectiveness studies. Two other researchers who have reached similar conclusions based on their analysis of case study data are Sarah Lightfoot (1983) who studied public and private high schools and Joan Lipsitz (1984) who studied public middle schools. These four studies confirm the general findings from the school effectiveness research.

Table III.1 juxtaposes the major findings from these four studies with the 14 attributes of success used in the recognition program. Although not all of the 14 attributes were examined in each study, the general pattern of confirmation is apparent. In some cases, the researchers defined the variables somewhat differently or examined them from a different perspective, but these minor deviations and disagreements do not detract from the overall pattern of research support for the importance of the 14 attributes of school success.

If the critical factors associated with effectiveness are the same or similar in elementary and secondary schools, their meaning in practice may be quite different because of differences in goals, structure, and organization. Secondary schools focus on the development of higher-order skills, mastery of content in the disciplines, and vocational preparation. While basic skills are important building blocks, they do not define the instructional mission of the high school. Indeed, high schools often become successful because they can assume that the basic skills have been mastered by their students prior to enrollment.

There are also critical organizational differences. High schools tend to be larger institutions in which administrators are faced with greater spans of control. There is less staff consensus about goals and greater staff autonomy (or isolation). Parents tend to be less involved in high schools than in elementary schools. Teachers are more likely to be content specialists who are

Table III.1

Studies of unusually successful secondary schools

Attributes of success	Rutter, et al (1979)	Coleman, et al (1982)	Lightfoot (1983)	Lipsitz (1984)
Clear academic goals	° Consensus on aims and values ° Strong academic emphasis	(not addressed)	° Clear and shared ideology	° Clarity about school mission and consensus on school goals
High expectations for students	° High expectations of academic success	° Students taking more rigorous courses ° Higher standards in grading ° Greater press for students to go to college	° Desire to have all students work to their full potential ° Concern for those who experience academic difficulties	° A climate of high expectations
Order and discipline	° Students held responsible for personal behavior and school duties ° Discipline infrequent but firm ° Clear guidelines for student behavior	° Fewer disciplinary problems ° Discipline firm and fair ° Less class cutting	° A safe, regulated environment for teacher-student relationship	° An orderly and caring environment

Attributes of success	Rutter, et al (1979)	Coleman, et al (1982)	Lightfoot (1983)	Lipsitz (1984)
Rewards and incentives for students	° Frequent use of praise and direct feedback on performance to students ° Formal prizes relatively ineffective ° Respect for teachers ° Personal assistance for students, teachers available to be consulted	° Greater teacher interest in students	° Respect for teachers ° Positive student-teacher relationships	° Respect for teachers ° Many opportunities for students to be rewarded
Regular and frequent monitoring of student progress	° Frequent feedback on performance to students ° Homework assigned frequently and clearly marked	° Higher standards in grading	(Not addressed)	(Not addressed)
Opportunities for meaningful student responsibility and participation	° High proportion of children in positions of responsibility	° High participation in extra-curricular activities	(Not addressed)	° Students provided with many routes to success ° School provides diverse experience for students

Attributes of success	Rutter, et al (1979)	Coleman, et al (1982)	Lightfoot (1983)	Lipsitz (1984)
Teacher efficacy	° Pleasant working conditions for staff and students ° Teachers modeling desired work norms	(Not addressed directly)	° Respect for teachers and teaching ° Recruitment of high quality teachers ° Greater autonomy for teachers	° A principal who supports the staff ° Respect for the staff as professionals ° Pleasant physical conditions ° High levels of work effort by the staff ° Lack of isolation of teachers
Rewards and incentives for teachers	(Not addressed directly)	(Not addressed directly)	(Not addressed directly)	(Not addressed directly)
Concentration on academic learning time	° Students actively engaged in learning ° Classes began on time ° Students do more homework	° Higher rates of student attendance ° Less class cutting ° Students do more homework	(Not addressed)	(Not addressed)
Positive school climate	° Shared activities between staff and students ° Pleasant working conditions ° A positive "ethos"	° Greater teacher interest in students ° Higher student self-esteem	° A sense of community ° Teachers' high regard for adolescents and awareness of their values	° An orderly and caring environment ° Reciprocity in human relations ° Pleasant physical settings

Attributes of success	Rutter, et al (1979)	Coleman, et al (1982)	Lightfoot (1983)	Lipsitz (1984)
Administrative leadership	° Consistent policies and procedures	(Not addressed)	° Leadership fitting the culture of the school ° Clear authority to solve problems and create means of coordination	° Strong instructional leadership ° A principal with vision
Well-articulated curriculum	(Not addressed directly)	(Not addressed directly	(Not addressed directly)	° Translating philosophy into curriculum is the most difficult task for the schools ° Teaming promotes curriculum development and articulation ° Schools seek to be developmentally responsive
Evaluation for instructional improvement	(Not addressed)	(Not addressed)	° Awareness of imperfections and willingness to search for solutions	° Standardized tests used for diagnosis and justification of curricular decisions such as emphasis on basics
Community support and involvement	(Not addressed directly)	(Not addressed directly)	(Not addressed directly)	° Schools responsive to their particular social and political milieu

influenced more by peers in their disciplines than by administrators. Students in high schools are older and do not accede automatically to the wishes of adults. Order and work demands must be negotiated in secondary schools. Peers become powerful competitors to adult authority and may obstruct the development of positive relationships with adults. Students are more aware of their interests and may be more critical of the link between these interests and curricular options. Student interests also are strongly influenced by their social and economic environment, their education aspirations and motivations shaped by the job market and the cost of going to college. Secondary students also have more freedom, more mobility, and more out-of-school options that compete for their time and attention. In sum, motivation to perform school tasks is likely to be more problematic and varying than it is among their younger siblings.

Such factors influence school success directly or indirectly and they suggest that while the research findings on elementary school effectiveness may generally apply to successful secondary schools, they also provide a portrait of success that is incomplete.

A Group Portrait: Attributes of Good Secondary Schools

Do the schools recognized by the recognition program possess all or most of the 14 attributes of success defined by the program? Which attributes appear to be the strongest? Which ones are the most problematic even in successful schools? Do schools for young adolescents and high schools differ on some of these dimensions? Have other critical factors been identified during the course of the selection process that contribute to school success? These questions can be addressed as a result of a careful review and analysis of over 500 school applications and site visit reports.

Table III.2 displays the results of this assessment and presents data on the relative strength of the 14 attributes of success in the exemplary high schools and schools for young adolescents. The data in the table are based on a content analysis and coding of the school nominating forms and site visit reports. The files were read, coded, and discussed by a panel of trained analysts who used conventional school practices or conditions as their benchmark. Four types of data were extracted from the files of the recognition program: quantitative data provided by applicants; simple yes/no designations regarding the presence or absence of a policy or program; descriptive information on policies, problems, programs, and success factors reported by the applicants; and an assessment of the strength of these variables using one-to-five Likert scales in which a three designated a typical situation in a public secondary school. Thus in table III.2, "above average" refers to a better than typical situation and exceptional refers to an outstanding example that could serve as a model for others.

In assessing school qualities and conditions, the analysts looked for multiple indicators (see table III.2) with support from multiple constituencies within the school and confirmation in both the application and the site visit report to support their judgments. Reliability was assessed by spot checks on the coding and through group coding and discussion of files.

Table III.2

Attributes of success: relative strengths of 14 critical factors in unusually successful secondary schools

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
Clear academic goals	° Presence of written goals ° Evidence of actions toward goals ° Consistency in statements of principals, teaching staff, and parents ° Evidence of discussion and communication of goals ° Identification of core values	° Over 90% reported written goals and over 50% reported established means of communicating goals to parents, students, and teaching staff. ° There was evidence of action on goals in 50% of the schools. ° There was consistency in views of various groups in over 65% of the schools.	° Over 90% reported written goals and nearly 50% reported established means of communicating goals to parents, students, and teaching staff. ° There was evidence of action on goals in almost 50% of the schools. ° There was consistency in views of various groups in about 65% of the schools.
High expectations for students	° Graduation Requirements ° Student reports on homework and work demands in class	° About 90% of the schools were judged to set expectations and standards that were above average.	° About 65% of the schools were judged to set expectations and standards that were above average.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
	° School reports on changes in academic and behavioral standards ° Evidence of participation in academic competition ° Enrollments in honors or advanced placement classes	° Formal graduation requirements varied but on the whole were similar to national norms. ° Student reports on homework varied within schools from little to 3 hours depending on their course of study. There was little variation across schools	° Student reports on homework varied within schools from little to 2½ or 3 hours. There was less variation across schools.
Order and discipline	° Site visitor observations ° Applicant's description of climate ° Identification of discipline as a problem area as an obstacle overcome ° Data on suspensions	° Orderly behavior was a strong feature of the schools with over 75% rated as above average. ° Discipline was identified as a problem by more than 50% of the schools but nearly 75% of the schools claimed to have resolved the problems.	° Orderly behavior rated above average in about 75% of the schools. ° Discipline was identified as a problem in about a 25% of the schools, but it was the problem most likely to have been resolved (90% of the cases).

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
	° Assessment of emphasis the school's climate (press)	° Good discipline was seldom identified by applicants as a key factor in their schools' success.	° Discipline was identified as a major emphasis in about 40% of the schools.
Rewards and incentives for students	° Student perceptions ° Applicants' descriptions of rewards and incentives	° Nearly 75% of the schools were judged to be above average in their attention to rewards and incentives for students.	° Nearly 75% of the schools were judged to be above average in their attention to rewards and incentives for students.
Regular and frequent monitoring of student progress	° Applicants' descriptions of assessment and evaluation procedures ° Identification of testing procedures	° About 60% of the schools were judged to be above average in their procedures for monitoring student progress.	° About 60% of the schools were judged to be above average in their procedures for monitoring student progress.
		° The proportion of schools using Minimum Competency Tests rose each year, from 70% in 1983 to 80% in 1985.	° The proportion of schools using Minimum Competency Tests rose each year from 63% in 1983 to 76% in 1985.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
Opportunities for meaningful student responsibility and participation	° Application information on student government, extracurricular programs and participation, and community programs ° Assessments of student autonomy in the school ° Student perceptions	° Schools reported higher participation rates in extracurricular programs, about 70%. About 25% of the schools were judged exceptional in their efforts to increase participation. ° Almost 65% of the schools reported unusual or exceptionally active students governments. ° About 50% of the schools were judged to permit more student autonomy than is typical but only 10% were judged exceptional on this dimension.	° Schools reported high participation rates in extra-curricular programs, about 70% on average. Only 10% of the schools were judged exceptional in their efforts to increase participation. ° About 33% of the schools reported unusual or exceptionally active student government. ° About 25% of the schools were judged to permit more student autonomy than is typical but only 5% were judged exceptional on this dimension.
Teacher efficacy	° Site visitor interviews with teaching staff ° Applicant reports of procedures for staff participation ° Assessments of the amount of teacher autonomy ° Assessments of teacher	° High efficacy was the norm, with over 90% of the schools judged to be above average. ° High participation in planning was reported in over 75% of the schools. ° Teacher autonomy was judged to be above average in 75% of the	° High efficacy was the norm with about 75% of the schools judged to be above average. ° High participation in planning was reported in over 80% of the schools. ° Teacher autonomy was judged to be above average in about 66% of

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
	influence in the school	schools and exceptional in about 10%. • Overall staff influence was judged higher than average in most schools.	the schools and exceptional in about one in eight.
Rewards and incentives for teachers	• Site visitor report on teacher perceptions • Applicants' descriptions of policies and procedures • Assessment of overall reward and incentive structure	• Slightly less than 50% of the schools were judged to be above average in their attention to rewards and incentives for teacher. Only a few were judged exceptional. • About 80% of the schools described specific recognition policies or activities. • About 80% of the schools provided opportunities for advanced study.	• About 65% of the schools were judged above average in their attention to rewards and incentives for teachers. Slightly above 10% were judged exceptional. • Almost all of the schools had specific recognition policies or activities. • Only a third of the schools described opportunities for advanced study.
Concentration on academic learning time	• Classroom observations • Applicant reports on actions to increase instructional time • Estimates of homework by students	• Site visitors reported almost all classes began on time and worked to the end. "On task" behavior was judged to be high in nearly 90% of the schools. There were few disruptions.	• Site visitors reported classes began on time and students worked to the end. "On task" behavior was judged to be high in about 65% of the schools. There were few disruptions.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
		° Almost all schools reported having homework policies, but student estimates varied widely.	° Almost all schools reported having homework policies, but student estimates varied widely.
Positive school climate	° Attendance data for staff and students, data on discipline ° Staff perceptions ° Student perceptions ° Site visitor observations on climate, teacher-student relations, facilities, etc.	° School climate was rated as exceptional in nearly 50% of the schools and above average in almost all of them. ° School spirit was identified as a problem in about 40% of the schools, but most claimed to have resolved it. ° Student attendance averaged about 94%, with only 4% of the schools reporting average attendance below 90%. ° Teacher attendance averaged 95% with only 1% of the schools reporting average attendance below 90%.	° School climate was rated as exceptional in a 25% of the schools and above average in almost all of them. ° Schools spirit was identified as a problem in about 15% of the schools but most claimed to have resolved it. ° Student attendance averaged over 94% with only 2% of the schools reporting average attendance below 90%. ° Teacher attendance averaged about 95% with no schools reporting average attendance under 90%.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
Administrative leadership	° Interviews with staff and parents ° Interviews with administrators ° Applicant's description OF administrative roles ° Assessment of administrative involvement in instruction	° Principals averaged over 7 years of service. Over 20% had in excess of 10 years of service. ° Principals were judged to be highly involved in instruction in about half of the schools.	° Principal, averaged over 7 years of service. About 20% had in excess of 10 years of service. ° Principals were judged to be highly involved in instruction in about 60% of the schools and their involvement was judged exceptional in about 15% of the schools.
Well-articulated curriculum	° Applicants' descriptions of articulation procedures ° Site visitors' interviews with teachers in special programs	° All applicants claimed to have articulation procedures and almost all claimed curriculum review procedures. Communication among teaching staff was judged to be above average in more than 75% of the schools and there were few instances of interdisciplinary teaching or inter-departmental cooperation.	° Almost all applicants claimed to have curriculum articulation and review procedures. Yet communication among teaching staff was judged to be above average in slightly over 50% of the schools. More than 50% of the schools reported some form of team teaching.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
Evaluation for instructional improvement	• Description of testing program • Examples of uses of test data • Mechanisms for evaluation described	• Over 95% of the schools reported use of standardized testing programs. • The number of schools using minimum competency test measured from 70% in 1983 to 80% in 1985. • Over 90% of the schools described formal curriculum review procedures. • Utilization of evaluations was judged to be above average in more than half of the schools. • Communication of evaluation results to the public was judged strong in slightly less than half of the schools.	• Over 95% of the schools reported use of standardized testing programs. • The number of schools using minimum competency tests increased from 63% in 1983 to 76% in 1985. • Over 95% of the schools described formal curriculum review procedures. • Utilization of evaluations was judged to be above average in about 40% of the schools. • Communication of evaluation results to the public was judged strong in about 40% of the schools.

Attributes	Indicators	Conditions in high schools	Conditions in schools for young adolescents
Community support and involvement	° Parents' perceptions ° Teachers' perceptions ° Applicants' descriptions of mechanism for parent, community, and business involvement ° Assessment of overall community role in the schools	° Parent participation was judged to be above average in 80% of the schools and exceptional in 25% of them. ° School/community relations were identified as having been a problem by half of the schools but in 85% of these cases, it was described as a problem overcome and turned into a strength. ° The activity of business and civic organizations was judged to be above average in over two - thirds of the schools and the data suggest growing involvement in the schools from 1983 to 1985.	° Parent participation was judged above average in about 60% of the schools and exceptional in about 10%. ° School/community relations were identified as having been a problem by 30% of the schools, but in 75% of these cases, it was identified as a problem overcome and listed as a strength. ° The activity of business and civic organizations was judged to be above average in about half of the schools.

Most Common Strengths of the Schools

Some of the attributes of success were well-developed in most of the schools. For example, student discipline seemed above average in all but a few schools. Many schools reported that discipline had been a concern in the past but they had been able to resolve their disciplinary problems. Extra-curricular participation also was a common strength. Reported rates of participation were very high and most schools offered a wide range of extra-curricular activities. Many schools stressed participation because they saw it as a source of student motivation and commitment to the school that carried over into the classroom. Many innovative ways of attracting student interest and building lines between academic and extra-curricular pursuits were reported. Similarly, three-quarters of the schools appeared to give unusual attention to rewarding and recognizing student behavior and performance in academics and other pursuits.

Almost all of the schools were judged to have environments or climates that were above average or exceptional. Some schools reported that school spirit had once been a problem but they had taken steps to restore enthusiasm. All of the schools reported high rates of student and teacher attendance. The schools also appear to be above average in their attention to academic learning time. Many had taken positive steps to ensure that more time was devoted to instruction and that it was effectively used. Similarly, teacher efficacy was judged to be a tremendous strength in these schools, with high teacher participation in planning, high levels of professional autonomy, and overall high morale. Finally, community support, including parental involvement, also was judged to be a common strength.

On other attributes such as the presence and use of clear goals, monitoring of student progress, teacher rewards and incentives, administrative leadership, and evaluation for instructional improvement there was greater variation. Slightly over half of the schools appeared to be strong on these dimensions while some were quite conventional.

For some variables such as the degree of staff and community consensus on goals, techniques of monitoring of student progress, the actual articulation of the curriculum, the style and influence of the principal, and the amount of parent participation, the information available to the analysts was often incomplete or hard to assess.

High Schools and Schools for Young Adolescents

The similarities between the high schools and schools for young adolescents in table III.2 are more striking than their differences. On 8 of the 14 attributes, the proportion of the 2 types of schools judged to be above average or exceptional was similar. Nevertheless, there are interesting variations in the data. Schools for young adolescents appear to be less likely to suffer from serious discipline problems and report fewer problems with school spirit. They also are less likely to have active student governments and they (not surprisingly) give their younger students less freedom. However, they also seem to give more attention to student and teacher rewards. And they seem to have better internal communication, perhaps due to their smaller size and the widespread use of team teaching in middle schools.

High schools report more school spirit and community support problems than schools for young adolescents. All in all, differences in the basic data and in the strength of the attributes appear to be minor. The same basic organizational conditions seem to characterize success in both types of schools.

Other Characteristics Associated With Success

Site visitors reported some other common elements related to success. Among these were:

- the importance of recruiting and keeping good people, as principals and as teachers;
- the contribution of adults who understood and liked adolescents and were responsive to their developmental needs;
- the roles that department chairs, team leaders, and teachers played in the schools in providing leadership and coordination;
- the degree of autonomy that a school staff had to take ownership over a school, identify and solve problems, and take risks to improve the school;
- a concern for all students, including those who were labeled "average";
- the effort to create good working conditions for both staff and students;
- the extra effort and time given by staff outside of the class -- and often outside of school hours -- to advise, tutor, and simply support students;
- the importance of the presence of a nucleus of able students whose performance set the pace and tone for the school; and
- the remarkable and deep faith that persists in the value of the comprehensive high school as an institution that can integrate and provide optimal opportunity to all students.

In reviewing the files on the schools, the data on the 14 attributes and other variables, and examining the summations of the site visits, some powerful themes emerged that seemed to capture and describe some of the dynamics of success. These themes will be developed in the next section using examples from the schools to illustrate how they are developed and maintained.

IV. The Dynamics of Success

Successful secondary schools are not static; they are vital, dynamic institutions. They are clear about their purposes. They actively pursue their goals, addressing and overcoming obstacles that would deter those whose resolutions are less firm. Their leaders insist on high standards and are willing to take risks to meet them. They provide excellent conditions for teaching and, as a result, are able to assemble talented, dedicated staffs. Their hallmarks are a caring, positive environment and the creation of strong, supportive relationships between adults and adolescents. They open their doors to the public and build on the resources that are present in their communities.

Vision. Leadership. Incentives. Caring. Action. These are slogans of success. In this section, nine themes will be developed that describe the flavor and character of these schools better than statistics or lists of attributes. The themes arise from analyses of data on school characteristics, reports by site visitors, and self-reports by the schools on factors contributing to success. They are similar to the attributes of success but also differ qualitatively in their focus on the importance of people, their talents, their energies, and their relationships.

Each of the nine themes is supported with material taken from school applications or site visitor reports to illustrate how the themes are carried out in practice. These brief vignettes have been selected because they are typical of these schools and because of what they reveal about the dynamic and human dimensions of success.

Clear Goals and Core Values

A central feature of these schools is the sense of shared purpose among the faculty, students, parents, and community. This is the foundation upon which they have worked together to create a successful school. As one site visitor noted, "There is a consistency in the belief system." As might be expected, an operating consensus about goals and values cannot be constructed simply by reviewing lists of formal goal statements. In most cases, the written statements of goals prepared by these schools are no different than those found in most schools; they are full of the same abstract platitudes and educational ideals. What is different is that these statements are taken seriously and are translated into actions that affect day-to-day activities. A rural Northwest high school offers a clear example:

> We have five "desired student outcome goals" that were adopted by a school-community committee. They are reviewed annually, are in every year's staff handbook, and form the basis for all major curriculum decisions. They also form the basis for the accreditation visits and evaluation of the total school program. These goals are communicated directly to all students by the principal each year and by all staff before each semester's advisory session. They form the basis for all student scheduling and counseling sessions. The goals are elaborated in a weekly newspaper column by the principal and a quarterly newsletter to parents.

What makes the goals come alive so that they are not just put on a shelf to be paraded out at accreditation time? Part of the answer to this question lies in the commitment of policy makers and administrators to follow up and assess progress toward goals. These schools make use of data and input from multiple sources to constantly refine and redefine their goals as accounts from two schools clearly illustrate:

> The school's goal setting begins with the principal's evaluation of year-end recommendations, evaluation by the community/teacher/student committees, students cabinet report, PTA Board recommendations, and parent/student questionnaires developed in conjunction with special projects. The district goals set annually by administrators, are reviewed, as well as test results, later student achievement in high school, and community feedback. Proposed goals are directly related to identified student needs. While yearly goals are discussed in the first faculty meeting of the year and the department chairperson's first meeting, there is a continuing emphasis throughout the year upon revision of goals to meet changing student needs.

> The instructional goals have been addressed and developed through faculty meetings, class meetings, open meetings for parents, and teacher-advisory meetings. Some of these goals were planned topics at faculty/Board of Education dialogue breakfasts. In every endeavor, whether it be academic or extracurricular, these goals are explained, discussed, pursued and refined by students, teachers, and parents.

Not only is there a dynamic character to the formation of the goals but also there are active efforts to make sure that the school community knows about the goals:

> The school goals are introduced to incoming students and their parents by administrators appearing at elementary school parent orientation meetings and graduations, as well as by a mailed pamphlet designed to familiarize parents and students with goals and expectations. Students discuss school goals, departmental goals, and disciplinary expectations within their classes the first week of school, and Back to School Night features a parent discussion of school and class goals. The District Curriculum Study Committees reconsider goals in curricular areas and provide assistance in articulating programs among levels. The success in implementing goals in the last two years is in part due to the clarity of the goals and the creative response of the staff and community in experimenting with activities that meet those goals.

One of the turnaround schools selected by the recognition program attributes its success to a set of clearly written goals. In the words of the principal, "Common goals are a must. All actions can be related to those goals, and everyone understands why things are being done in a certain manner." An urban school facing many problems used resources from a Danforth Foundation grant to align its curriculum and governance structure with 12 democratic principles. The school maintains much of its success is attributable to a conscientious effort to apply these principles in every aspect of school life.

Perhaps the most important role these goals can play is defining a clear vision for the school. One of the biggest challenges facing the Nation's secondary schools is regaining a sense of purpose or mission. The commitment to the concept of the comprehensive high school sometimes has meant that secondary schools have been pressured to be all things to all people -- an impossible task. By articulating a set of goals, schools are forced to set some priorities, which, in turn, help establish a clear identity, a significant characteristic of these unusually successful schools. These institutional identities vary markedly as these two quite different examples reveal:

> I am deeply committed to improving the quality of human interactions within our school and district. I believe we will continue to improve as long as we keep this as our highest internal value. Specifically, I believe every adult is a role model and must be aware of his/her influence on young minds. Ted Sizer said that when two or more of us are gathered, values are being transmitted. My goal is to send a clear message to everyone that caring, commitment, responsibility, love of learning, self-discipline, and initiative are values that this school deeply, sincerely believes in. It is every person's responsibility to model these behaviors inside the classroom and outside. I want these modeled behaviors to so permeate our school climate that a person cannot speak of the school without also describing these as "what we are."

> The vision of this school is to use the scientific process as a fundamental learning strategy, a means through which to develop critical thinking and problems-solving skills, and a method for use in gathering and organizing data. Whether the subject is language arts, social studies, math, science, or computer study, students are taught to approach the available learning through the discipline of science. By developing a command of the scientific process, skills of observing, classifying, hypothesizing, inferring, communicating, analyzing, and problem solving, students gain the desire and means to discover and learn throughout life.

It is the clarity and power of the vision that establishes a unique identity for the school and strengthens the bonds of loyalty among members of the school community.

It is important to stress that vision alone will not bring success to a school. Vision must be accompanied by action. In the above example of a school for young adolescents where the scientific process was used as the fundamental learning strategy, this Northeastern school board worked closely with the local zoological society to build a school on the zoo grounds. Sharing jointly in the planning, financing, and designing of the school program, the zoo is available to the school on a daily basis. Students have exposure to experiences such as observing a bison giving birth and participating in a zebra autopsy and are able to do field work on a regular basis.

Two additional examples of how principals have translated their visions into constructive actions also illustrate how programs for all students, not just for the academically talented, can be created:

> This school enjoys an outstanding reputation for its work with the academically talented students. The number of National Merit Finalists and Commended Students, unusually high scores on Advanced Placement exams, successful academic teams, national and international winners in chemistry competitions, large number of academic scholarships, and so forth, justify the school's reputation for its work with the academically talented student. The principal's vision, however, goes beyond success with these very capable students. Even though these programs are being closely monitored and the school is in search of ways to improve them, the principal has a mission to see that the programs for all students are comparable to the ones for the academically talented students. The results are that in mathematics the enrollment has increased from 64 percent of the student body to over 90 percent. The chemistry course, entitled, "Chemistry for the Other Half," has received national recognition. A full-time counselor was employed to work with no more than 15 students at a time to place order in their lives. Many of these students are responding positively in their academic studies. A new work-study program was implemented. This program brings the students in contact with the community. In addition to adding courses, an in-service program to help teachers better work with the third-quartile students has been implemented. Teachers have had workshops in the Myers-Briggs Learning Styles, Rita Dunn Learning Styles, and Madeline Hunter Teaching Techniques. A program of having teachers visit each other within the building is in progress.

> The principal holds a vision of a school without failure. He is working toward success and recognition for all students. This vision is realized by: (1) a triangular approach to school improvement. This involves teachers, students, and parents interacting with one another around priority learning goals; (2) seeking improvement in parent involvement; (3) continuing growth in curriculum and instruction, staff development is being offered to improve the skills of teaching for staff and the skills of learning for students; (4) continuing to place an emphasis on student self-concept and esteem to undergird a solid academic program; and (5) continuing to expand extracurricular activities as a priority activity. To make places where every student can feel comfortable, establish relationships, and grow is a final priority.

A vision, a shared philosophy, forms the basis for decisive action and the creation of a shared moral order. These are essential ingredients of successful schools. They often are the result of strong leadership and they lead to the creation of a community in which educational leadership and progress can be sustained.

Leadership in Action

The effective schools literature emphasizes the role of strong instructional leadership in schools (Edmonds, 1979; Wellisch, MacQueen, Carriere & Duck, 1978; D'Amico, 1982). However, this literature sheds little light on the forms that effective leadership takes in secondary schools or the roles or tasks that leaders assume in these schools. While there has been some investigation of the role of principals and instructional leaders in elementary schools, there are reasons for caution in applying these findings to larger and more complex secondary settings. The qualities, skills, and styles that make for good leaders in small schools with sharply defined goals may not suffice in comprehensive secondary schools that must pursue multiple goals and must seek the commitment, respect, and trust of diverse faculties and equally diverse student bodies.

Leadership played a critical role in the schools selected for national recognition and the key actor was typically the principal. Parents, students, and teachers were unanimous in citing the principal as a major factor in their schools' success. While certainly many other factors also contribute to school success, it was typically the principal who provided the vision and the energy to create and maintain the conditions essential to success. Typically, they were a major force in initiating improvements and in encouraging, supporting, and integrating faculty initiatives. In almost every case, the principal was the catalyst and at the center of the action. They were innovative, enthusiastic, creative, and knowledgeable. It was usually the principal who set the tone, who was the prime force in creating a positive climate for teaching and learning. Their commitment to excellence was a major force in their schools.

What is most striking about this collection of schools is the diversity of leadership styles. No one leadership style appears to be dominant. There are tremendous differences in the ways in which principals lead their schools. What seems to matter most is the fit between the style of the principal and the various subcultures in the school community. In some cases, there are dynamic, powerful principals who seem to be everywhere and orchestrating everything; for example, in a Southeastern school:

> The teachers credit the principal with the good morale among the faculty. They indicated that he was so positive and up-beat that it was impossible to get down on kids or on the school...Parents, students, and faculty give much credit to the principal. He is always around, he is positive, fair, color blind (a racially diverse school), firm, and consistent. He keeps looking for new projects and new ways to improve the school.

In other cases, the principals are collegial and low-key, relying on persuasion, delegation, and their ability to select and develop strong faculty members, as in this report from a large, suburban, west coast high school:

> [The principal] was excited about the fact that the school has returned the dignity of the teaching profession to teachers. Teachers at this school are not burned out but, on the contrary, are excited and stimulated. Again, teachers are buying into this school and are in control of the school's destiny. They know they are accountable for their actions and

must assume responsibility. This is her "role-reversal" theme. There is clear leadership emerging and developing among the faculty because of the fact that they have had assignments in terms of school reform and are responsible for the success of these particular actions. She thinks there is an impressive "critical mass" of leading faculty at the school in a position to make even more exciting things happen.

Principals generally are the ones who articulate the mission of the school and who offer a vision of its future. This role was aptly described by faculty members in one large urban high school who wrote:

> Our principal articulates the goals (of our school) clearly so all staff are aware of priorities. He works to keep the goals in focus by reinforcing them in faculty meetings and the principal's newsletter. Most importantly, he models his expectations. Improving instruction is our number one goal. The principal emphasizes and models this expectation by making frequent classroom visitations, supporting appropriate staff development, and allocating much of his time and energy for our instructional programs. He recognizes and reinforces good instruction through formal avenues and by personal intervention. His credibility as an instructional leader is enhanced by his active participation in staff development as a presenter of clinical instruction precepts. The staff are aware that their principal not only values good instruction, but knows what it is and practices it himself.

Successful principals understand their major constituencies -- students, staff, parents, and central office and are able to work effectively with each one (Richardson & Barbe, in press). They see each group as important with legitimate interests that must be attended to. They believe that each group wants the best for students although they often may disagree about what it is or how to provide it. These principals appreciate their roles as decision makers, spokespersons, arbitrators, and facilitators and have good instincts for which role to play in a given situation. They understand the importance of shared goals and values but recognize that there will be legitimate differences in views among and within the key constituencies. They are willing to share leadership but they also are willing to serve as the final gate keepers and decision makers when conflicts develop among the subcultures of the school community. They are trusted and respected by all groups because it is clear from their behavior and their decisions that they seek to serve the interests of students and the school. Thus, they can make difficult decisions without fragmenting the school community.

When asked about the principal's leadership, the quality most often cited by students, teachers, and parents was fairness. They cited cases where the principal had to arbitrate the interests of students, parents, staff, and the central office. They felt their principals' decisions were predictable and legitimate because they were based on the concept of student welfare. Principals may even bend the rules or modify a policy to further student welfare. This is accepted because the principal is accepted as a student advocate who works with all groups to further the interests of students.

These principals work to create the best possible conditions for all students as in the case of a Midwestern principal who believes that every student needs a "trump card," something the student does well enough to earn the respect of his/her peers:

> In addition to the effort to help all students enjoy academic successes, the realization is that there will probably not be enough academic trump cards to go around. In response to this, the principal is making an effort to expand the student activities program to enlarge the number of potential student trump cards. During the last four years, several activities have been added to the program, including soccer for both boys and girls, golf for boys, speech and debate, student leadership programs, expanded music activities, and a host of academic and service clubs. Efforts are underway to enlarge and improve the athletic, music, club, and other activities. The desire is that someday every student will be involved.

The principals also reach out to their faculties as demonstrated by a report from a site visit to a large suburban school:

> It is in this area (curriculum development) that the faculty have the greatest say. Again, both the administration and the faculty confirm that this expanded faculty authority and accountability does not occur because of acquiescence on the part of the principal. No, the principal leads, directs, encourages, stimulates faculty to simply meet what she believes have always been traditional responsibilities for faculty. I must add that I have not seen a more successful model of "faculty ownership" in my visits this year. Faculty are debating among themselves and on occasion, with the site improvement committee (parents, students, teachers) on such matters as the design and implementation of new courses, cross-curriculum development areas, and so forth. Faculty, as a result of intensive inservice training, have become proficient in assuming leadership for such work in my opinion. The faculty are assertive yet interactive with one another and with the administration.

Leadership in secondary schools tends to be dispersed. All of the desired qualities and all of the necessary energy seldom reside in one person. In most of the schools, there are a number of people who can and do take leadership roles at different times. These examples run counter to a simple version of the "great man/woman" theory. A midwestern urban high school illustrates one form of dispersed leadership:

> There are three assistant principals, called "lead teachers" who divide the administrative and counseling functions. Teachers have immediate access to each of them. These people are highly visible in the building and are always available to the staff. The staff feels that they are encouraged to provide input on school policy, programs, curriculum, and activities almost on a day-to-day basis. Teachers actually develop the courses and the programs, adhering to district guidelines, and subject to approval by the lead teachers. There are

periodic meetings of teachers and administrators to develop strategies to work on motivational and behavioral problems of students. Teachers participate in developing inservice programs. There is frequent referral and cross-counseling between teachers and lead teachers. They feel they work together as a "team" or "family." Teachers know their fellow teachers quite intimately. Each Friday morning, teachers meet as a group to discuss various aspects of the school's program with lead teachers and the principal.

Often, administrative leadership is provided by a team that works cooperatively on a common agenda, as in the example:

> The administrative team believes the following basic ideals are critical to sustaining improvement. 1) Happy people produce good results. 2) That which is reinforced will tend to happen again. 3) The best way to communicate is one-to-one, face-to-face. With these ideas in mind, the administrative team attempts to do a great deal of managing by walking around. It is felt that being visible is very important, therefore, each of the six administrative team members expects to accomplish the following each and every day: 1) spend between 7:45 and 8:10 each morning walking from classroom to classroom in a designated area of the building talking to teachers. 2) Being in the halls at a designated location between each period of the school day. 3) Spending at least one other hour a day walking around the building.

In other schools these "leadership teams" include department heads, members of school improvement committees or advisory councils, and respected members of the faculty. Such teams may be formally structured or informal. What is clear is that many individuals take on leadership roles in successful schools, that the leaders change with the issue or situation. Always, however, there is the principal, developing and supporting these other school leaders, and orchestating their efforts into a harmonious whole that moves the school closer to its goals.

At the heart of this is the ability of formal leaders in these schools to recognize the strengths of a diverse set of people and to allow those people to make maximum use of their skills. Good leaders develop other leaders.

Control and Discretion

An interesting debate has arisen in the organizational literature concerning effectiveness. One perspective maintains that tight control by managers (i.e., principals) is a key element of organizational success. An alternative view promotes decentralization and discretion as means to improve organizational performance. Recent research in the business sector, particular the popular work of Peters and Waterman (1982) indicates that creative combinations of control and discretion may distinguish the organization of work in the most successful companies. These companies, it is agreed, define their core values and tightly control or monitor decisions and outcomes concerning those values, but they delegate other decisions -- particularly about means -- to those who must carry out the work. This notion of simultaneous "loose-tight" properties in organizations has not escaped the notice of educational researchers (Firestone &

Wilson, 1985; Clark, Lotto & Astuto, 1984). However, little empirical evidence has been gathered to support the claims. The data from these unusually successful secondary schools support the notion that productive schools exhibit this pattern of control and discretion, or simultaneous looseness and tightness, described by Peters and Waterman.

There are at least three ways in which principals in these schools exercise control. First, they aggressively monitor the school's operation. This monitoring includes reviews of many different data sources as the following two examples from a school for young adolescents and a high school indicate:

> On a rotating basis departments regularly undergo a thorough review of objectives, instructional materials, and teaching approaches. Teachers, administrators, school board members, parents, and concerned citizens participate in the process. Recommendations become goal statements for that department for the subsequent year. Parent checklists on various aspects of school effectiveness are administered at Open House, in a mid-year newsletter and in June. Ninth graders complete an exit evaluation of instructional and organizational aspects of our school program. Our standardized test scores are evaluated on a regular basis to monitor instructional effectiveness. We also update our North Central Association accreditation data on an annual basis.

> At the end of each term, students complete a survey about their attitudes and opinions of the school. The results of those surveys are compiled and compared to previous results. We feel it is essential to request student input on atmosphere, course offerings, and community perceptions....The school also keeps extensive records on student progress....An extensive graduate follow-up study was done during the past year. The purpose of the study was to assess the specific value of subject areas taught, to get input from graduates on organizational style, to discover career choices made by former students so that staff could evaluate the vocational career exploration programs, to determine what post-graduate training programs former students pursue, and to find out if graduates feel prepared for educational programs or job areas they have sought.

By keeping their fingers on the pulse of the organization, these school managers are in a better position to sense needed changes.

A second way that control is maintained is through careful articulation and management of the curriculum across subjects, grades, and schools. In many of the schools, particularly those for young adolescents, curriculum guides are quite detailed. Scope and sequence charts, K-12, are developed for every course where it is appropriate. The administration uses the guides to monitor the implementation of curriculum. Principals also participate in the evaluation of curriculum. In an urban midwestern high school, the principal has put in place a six-year cycle of curriculum review and participates actively in the evaluation of programs. More typically, however, these functions, are carried out by department chairs or district supervisors working with curriculum committees. The resulting skill arrays and guidelines are used by administrators to ensure that the written curriculum is actually taught.

The final way in which adminstrative control is exercised comes from thoughtful and careful supervision of the teaching staff. Administrators in these schools take the supervision and evaluation process seriously and use it as a means to improve the quality of teaching. At the same time, they are not afraid to remove unproductive teachers.

Not all of the schools in the recognition program have such controls in place. In fact, only a minority of the schools assertively employ all three of these management controls over quality. Some schools appear to play little attention to data other then standardized testing. Some leave curricular matters to relatively autonomous departments or, in the extreme cases, to individual teachers. In some of the high schools, experienced teachers are evaluated only once every 5 years. Yet the trend seems to be toward tighter management in these areas. Many schools reported new initiatives to monitor important indicators, gain more control over the curriculum, and do more effective supervision (often citing research on effective teaching as a basis for the change).

The flip side of the coin is that teachers in these schools also have a great deal of autonomy in how they do their work. These schools appear to be more flexible in defining roles and authority relations. An excellent example of this comes from a school for young adolescents in New England:

> Curriculum guides are written by teachers and are comprehensive descriptions of instructional objectives and content activities. Curriculum assessment occurs on a planned cycle and is directed by teachers....The responsibility for the discipline policy is shared by teachers, administrators, and the Board of Education. Teachers are deeply involved in the identification and evaluation of issues affecting the school. We have standing committees addressing discipline, attendance, computers, energy, community volunteers, and substitute teachers. Two new committees this year deal with social/emotional needs of students.

In such an environment the teachers have a sense of control over their work. The site visitor, commenting on the above school, suggested:

> Teachers have been given great liberties in teaching strategies and experimental ideas. The two teaching teams have a common planning time which gives them an opportunity for developing a mini school-within-a-school program. They decide grouping patterns, the schedule, the length of classes and the rotation of classes. I found teachers were using the liberty they had in very effective ways. I felt from my observations that the faculty knew they had ownership over the way this school is run.

A critical component of discretion in this case is its collective nature. A common characteristic of secondary teaching is that teachers have lots of flexibility in choosing how they interpret and implement curricular guidelines and instructional strategies within their classroom. Rather than being uplifting, this kind of autonomy is often very isolating (Lortie, 1975).

Rather than having this isolating and alienating form of individual autonomy, teachers in these schools frequently reported a sense of collective responsibility and accomplishment. There is a culture of collegiality directed by common goals that creates a strong sense of efficacy. One site visitor, describing a midwestern junior high school, offered an example of how this works:

> There are many formal, and even more informal mechanisms for communication, planning, and curriculum development. First, there is a common planning period for all teachers in each team. Second, each team meets once/week with the learning coordinator and selected members of the resource team to plan, discuss, coordinate, or whatever. Third, the team organization, itself, fosters communication and planning among members within teams. Fourth, the open corridor architecture of the school fosters an open environment which forces teacher interaction, cross class observation, and so forth. Teachers physically cannot isolate themselves in a classroom; there are no doors to shut!
>
> From year to year, the members of each team are rotated, so over time, the ethos of the program and cohension among the staff is strengthened and reinforced -- cliques are harder to form.
>
> The teachers said that because of all of the above, there is constant communication among teachers, within teams, across grades and across subject areas. The teams also "force" interdisciplinary discussion.

Faced with public demands for even higher levels of performance and often with serious resource constraints, these unusually successful secondary schools are searching for a balance between control and discretion that will enhance their efficiency without harming the vitality and sense of community that have made them successful. To err on the one side brings increased bureaucracy and reduced teacher effort and professionalism. To err on the other risks fragmentation of program, isolation of teachers, and often alienated or lost students.

Good People and a Good Environment

The quality of teaching staff was the most frequent response to the question in the nomination form about conditions contributing to success in schools for young adolescents. It was the fourth-ranked item in high school responses to the same question, ranking below having a comprehensive program, school pride, and parent support. However, students at both levels told site visitors that it was the quality of the staff that was most important in understanding why their schools were good schools.

While complete data on the credentials of the school staffs are not available, many schools reported high percentages with master's degrees or better. And many highlighted their low turnover. Indeed, a serious concern in some of the these schools was the replacement of aging individuals whose credentials, backgrounds, and intellectual abilities were not readily replaced in today's market.

Nevertheless, these successful secondary schools have been effective in recruiting and holding on to talented teachers and administrators and are likely to continue to be more successful than their competitors. In some cases, schools with long traditions of excellence have been able to use surrounding schools as sources of staff and to avoid hiring inexperienced teachers. The principal in one such school told a site visitor that it was not salary that most attracted the teachers but the better working conditions, including the opportunity to work with talented professionals.

What are the conditions that attract talent? Obviously, salaries really are important and most of the recognized schools offer salaries that are highly competitive in their regions. Yet there are other factors that are equally important. One of these is a sense of belonging, feeling part of an institution whose goals and values one shares. There is satisfaction in being part of a group that has direction and elan. A new midwestern high school illustrates this point:

> The building of the strong staff began by working with volunteers from the existing staff and then going through an extensive screening process in which the principal personally talked with many individuals about their reasons for wanting to come to the school and how they would be expected to behave when they got there. For example, staff were told clearly that they would be expected to know kids personally, to be in the halls, to be accessible and to be available to kids for a full day. This challenge resulted in a good deal of self-selection. Once staff were chosen, the question of identity and tradition were dealt with in joint staff planning. The staff met, discussed exactly what would be required and reinforced one another in always holding high expectations for students and demanding excellent performance.

A second factor is respect, a sense of dignity that comes with being regarded with deference and esteem by colleagues, students, and community members. Over and over again, teachers told site visitors that respect for teaching was important to school success as in this middle school:

> (Teachers) feel that the school administration allows them to make responsible judgments and act in accordance with those judgments. When I asked the teachers who made most of the important decisions about curriculum, budget, discipline, instruction and resources, their responses were unanimous: "We do." One teacher told me, "In this building, the teacher is the school executive." One feature of the school seems to illustrate that point well: during a planning period, teachers may leave the building. "Good teachers plan all the time," the principal told me. "Why should they have to do it for 48 minutes between 10 and 11 a.m.? They'll be better teachers if they can use that time to get to the bank and make the deposit they need to cover the mortgage payment. I just treat them like the adults they are." And the teachers I speak with all appreciated that respect and trust.

A third condition is a sense of autonomy and control over one's own work. People want some reasonable freedom of action to do their jobs as in this midwestern middle school:

A team structure, according to the teachers, permits a great deal of autonomy in the way teachers function. A team can even decide to schedule an independent field trip without disrupting the rest of the school. Team meetings are an especially important source of peer support for good teaching. One teacher said "The expectation that you will be a good teacher is communicated clearly but subtly by your faculty colleagues." It is clear, that the teachers expect one another to act professionally and competently. They are willing to help one another, but as one teacher put it, "We save little patience with people who don't want to be good."

The teachers believe that the most important decisions are made by the team and are simply facilitated by the principal. The style of administration encourages this notion. They told me "You don't feel threatened, yet you know someone is in charge." They feel that they are "trusted to do a job and expected to do it, so we do it."

Another factor is the opportunity for personal progress and growth. Working with stimulating people brings personal development. So do effective inservice programs, opportunities for pursuing advanced degrees, sabbaticals, serving on curriculum committees, and similar professional activities available to many teachers in these schools.

A fifth important aspect of the work environment is the physical condition of the school. The age of the facility does not matter but its condition does. Like everyone else, teachers want to feel safe and secure, they want to have usable and comfortable work space. These conditions vary in the recognized schools. Some are old, a few are run down due to lack of attention to maintenance. Others are new. Some were designed with teaching in mind, providing good office and meeting space, a variety of instructional areas, and pleasant common areas. Clearly teachers working in spacious, attractive, well-lighted, and quiet buildings have an advantage.

There are two other important factors. One is so significant -- the recognition and rewards for teaching -- that it will be treated separately. The other is influence. Teachers in these schools are able to influence curriculum and school policy as examples from three schools illustrate:

(Teachers) work very closely together and meet each week to discuss curriculum development, instructional issues, and other aspects of the program. They feel they have ample opportunity for communication. These opportunities do extend across subject matter areas and grade levels. Advisors (lead teachers) consult with teachers quite frequently about curriculum and instructional matters again citing the Friday morning "bridge clubs" which take place on a weekly schedule. Each member of the staff has equal input on matters of policy such as hiring of new teachers, discipline, and budgetary matters.

The faculty feel that they play the critical role in curriculum development and review. Teachers are involved in the district's periodic review of curriculum. They also feel they are influential

on other instructional and programmatic issues. In general, they see themselves as the initiators. Each department does its own curriculum planning. Summer support is provided for new projects. Individuals and departments prepare proposals in response to an RFP. There is review at the department level first then a district committee reviews them, rank orders them, and funds them to the limit of the budget. Examples of recent projects: a new marketing course, a law course, a photography program, an environmental design class which has since grown into a commercial art program, new computer classes, revision of the electronics curriculum, experimental English courses, and so forth.

At all levels, teachers have opportunities to discuss and to provide significant input about all aspects of the school program. For example, every teacher is a member not only of a department but also of an advisement team, Within a subject matter department, a teacher also works with others whose teaching assignments are similar. At the same time, every teacher functions as an advisor and belongs to a cross-disciplinary advisement team. [This] allows teachers time to share: 1) their speciality content areas, 2) student and parent feedback, and 3) needs for change.

Many of the schools come close to realizing all of these conditions. Staff in these schools would feel this description of a small town middle school applied to them:

This school truly operates in a highly-skilled, professional "team" fashion. The teachers are very homogeneous and treat each other with high regard, dignity, and respect. They are all totally involved in every student and in the school's wide range of activities and events, both on and off the campus. Their lives are very much meshed with the lives of the students. They are truly a special breed of educator.

Recognition and Rewards for Teaching

A common complaint of public school teachers is that their efforts and their accomplishments frequently go unrecognized and unrewarded. When something goes wrong in a class, teachers say, they are held responsible; when things go well, they are usually ignored. To the degree that such conditions prevail in the public schools, they contribute to the lack of vitality and the mediocre performance that characterize far too many schools. Motivation dies and effort declines when individuals are not recognized and rewarded for their performance.

Recognition means being singled out personally as a contributor to the school. Schools in the recognition program often used multiple forms of recognition, both formal and informal. For example, in one midwestern high school:

Teachers are recognized during faculty meetings when "promising practices" are shared. Teachers are honored when selected by seniors to read their names at graduation. The P.T.O. sponsors a

"Find the Good and Praise It" project. This project encourages parents to compliment teachers for their successes. Outstanding teachers are honored by being featured as speakers at a special lecture series. The lecture series was started last year and, because of enthusiastic community response, it is being continued this year.

And in a junior high in the same region of the country:

> The hallmark of this school is the extent to which everyone's activities are recognized and rewarded. Teachers are constantly receiving short notes from the principal (usually handwritten) thanking them for something special they may have done, no matter how small it may have seemed to them. Many times the thank you comes from something they didn't even think had been noticed. That, then, became the word used most often by the teachers to describe life in the schools: they are noticed. The principal, parents, and students all seem to notice what they do and do not hesitate to thank them for their efforts. Teachers were especially pleased that the students noticed their efforts (a perception that was confirmed by my conversations with students).

Teachers often told site visitors that the most important recognition comes from their peers. In some schools, even peer recognition is not left to chance as in a midwestern high school where:

> On Fridays, the first order of business at staff meetings is to discuss positive activities which occurred that week. At that time, staff members praise each other for exemplary teaching, effectively working with a difficult student, and for special accomplishments made throughout the week.

The feeling of being appreciated by one's peers contributes to sustained success. A site visitor to an urban high school described this process:

> As in most cases, faculty admit that most of the recognition and appreciation they receive comes from their peers, their colleagues who best understand what it is faculty are trying to do. There is a mutual respect for one another. One faculty member pointed out that this is not to say that we don't offer criticism of one another's work but that it is in the spirit by which we recognize and appreciate each other's worth not only as professionals but as citizens of this school community. Faculty receive "stroking" from the administration and from students and less often from parents. They appreciate all of this. Graduates of the school, particularly in the last several years, have returned to express their appreciation. The city council has issued a proclamation commending the school for its designation of the contributions of faculty. "This school is simply on a roll," a teacher said. She meant to say that things will continue to get better because we really do understand the difference we are making and the difference is beginning to be appreciated more and more by everyone.

Many schools offered teachers more tangible awards to show their appreciation. These included merit pay, stipends for professional development, promotions, and higher rank or status such as team leader or curriculum coordinator. For example, one southern high school offered its teachers a range of rewards including:

1. "Teacher of the Year": $600 award sponsored by a local foundation. Selection is by vote of the faculty.

2. Outstanding Teacher Awards: Ten teachers are selected -- by vote of peers, students, and administrators -- for excellence based on criteria selected by the teachers. The Carnegie Grant received by our school in 1984 awarded these teachers $100 each.

3. Kathy King Award: Each month one teacher is selected to receive an award named in honor of a deceased teacher who displayed dedication, love, and concern for students.

4. Career Ladder: Again referring to the State's merit system, teachers who qualify are awarded monetary bonuses that range from $2,000-$7,000.

Another high school in the Midwest rewarded four excellent teachers annually with cash awards of $5,000 each. Cash awards were usually part of a broader strategy to recognize outstanding teaching as in this report on a northeastern suburban high school:

> Staff say that they are both appreciated and recognized. They feel the students and their parents are appreciative and mentioned notes and feedback from returning students. The evaluations done by the administrators and chairpersons are often complimentary. There is a merit pay system which has been in place for 25 years. Teachers enter the plan voluntarily and can earn up to $2,000 in merit pay. There are two district publications which give recognition to the activities and successes of teachers -- one internal and one for the community. There is a liberal policy on attending conferences and being active professionally. There is support for course development and summer work on curriculum. The district still provides sabbaticals. The parents provide a teacher recognition day. In sum, the staff members feel that the community and the administration value their efforts and as a result try to provide good conditions for teaching.

Recognition when combined with the other conditions that make up a positive work climate increases staff commitment to the institution and their willingness to make that extra effort on behalf of their students. Indeed, appreciation from current and former students was almost always mentioned by teachers as a particularly satisfying form of recognition.

Positive Student-Teacher Relationships

In successful secondary schools, students work hard, and their levels of effort often are greater then those of their peers who attend less successful schools. Their enhanced motivation is in large part a consequence of their

relationships with adults within their schools. Leaders in these schools believe that teachers and administrators who like their students and who understand the needs and problems of adolescents are better able to guide and motivate them. One principal expressed this philosophy clearly in his school's nomination form:

> "... [T]raditionally elementary teachers love their students, and traditionally high school teachers love their subject matter. The vision is that one can be extremely well-qualified academically, and still love his or her students. This effort has two prongs. First, teachers are encouraged to get close to their students in the classroom, in activities, and even out of school. The second prong includes hiring only teachers who are capable of loving their students."

Working conditions that permit frequent, task-oriented teacher-student interaction outside of the classroom contribute to the development of such relationships. Teachers who have offices or work places in which to meet with individual students or small groups can provide them with more personal attention and are likely to be more effective at motivating students to do the work required to excel.

In many of these schools, teachers and students are provided with such opportunities to meet informally and can arrange meetings as needed during and after the school day. In some schools, students are free, when not in class, to use the libraries, computer centers, or other school facilities or to seek out teachers for personal assistance. A site visitor, describing such a school, wrote:

> The work-oriented interactions among students and between students and staff seem to be more frequent than in many schools. Three contributing factors are the high motivation of the students, the freedom provided by the elimination of study halls, and the organization of major departments around resource centers which are open to the students. Students are able to use work space adjacent to departmental offices and get individual assistance with their work. There were students in each of these areas when I toured the building and there were faculty working with them. There were 8 students in the math area, for example, and a reception (with a cake) was being set up to honor students who won math competitions and awards.
>
> The atmosphere was relaxed and pleasant throughout the building. Students seemed very task-oriented and large numbers of them were found in the library, the resource areas, and the computer areas (there are computers accessible to students in several areas in the building). There was little noise in these areas nor were any disruptions observed.

Frequent student-teacher contact also requires reasonable workloads for staff and avoidance of non-instructional duties that take time away from the mentoring, counseling functions of teaching that are so important. Staff in

these schools repeatedly told site visitors that the creation of a caring, supportive environment was crucial to moving adolescents to become productive students. They said it was important to be credible to students and to do this you had to know them. In secondary schools in which teachers commonly face 100 to 150 students per day in four to six different class periods of 40 to 50 minutes' duration, getting to know your students requires time and space outside of the classroom.

Formal approaches to developing positive relationships with students include teacher-advisor programs such as in this midwestern high school:

> The teacher-advisor program is a response to the need for freshmen and sophmores to have a teacher monitor their course selections, academic progress, attendance, behavior, and activity involvement. Each teacher-advisor usually works with only 5-10 students. The program is highly structured with the teacher-advisor staying in close communication with the student, the student's teachers, and parents.

Another approach is the scheduling of one-on-one instruction in the school program as in a suburban school where:

> During the eight-period day, English teachers are assigned only three classes. For the remainder of the day, English teachers meet with their students on a one-to-one basis to [discuss] the five to six major compositions required each semester.

Formal and informal approaches often are combined as in this small rural school on the west coast:

> Two different teachers described how students will call them at home for assignments. It's also not unusual for teachers to have students from the community spend the night in their homes when a late activity might require extra transportation, especially during bad weather. Another way teachers feel they are recognized and supported is through the advisor/advise program. Since each has about 10 to 15 students that they work with and become very close to in the course of the year, they get a lot of positive feedback from this kind of close interaction with students other than the ones they might normally have in class.

Some schools use student-teacher relationships to improve student achievement. In a midwestern middle school:

> "... [S]olutions to this problem were brainstormed by the staff, it was recognized that there are many persons with whom students come in contact who could be utilized to assist the classroom teacher. As a result of this, a new program designed to encourage student achievement has been initiated. The program, called "Student Achievement Follow-Up," is designed so that other staff persons (for example, coaches, sponsors, counselors and so forth), can assist the classroom teacher in motivating good student performance. Educators

and parents know the tremendous influence that coaches, activity sponsors, specific teachers, and counselors have on certain children. This program systemizes information on students in grades seven and eight who are having some difficulty and makes use of these influential people.

A theme that stands out in almost every one of the schools is the constructive way in which students and teachers work together to achieve shared goals. It comes through very clearly in the comments of site visitors:

> Each student interviewed in a midwestern school was able to identify faculty members he or she was friendly with and could go to for personal advice. Many different staff members were mentioned. Students say they respect the staff members because they enjoy teaching and because they treat students with respect. School staffs provide considerable personal assistance during the day and after school. Many take weekend and holiday trips with students -- sometimes without compensation.

> Specific comments from teachers in one east coast school on teachers/student relations include, "The teachers have a good personal relationship with kids. We deal with kids in a warm, loving way. The climate is highly intellectual but also warm. This school tries to meet the needs of all kids."

One of the results of such open and caring relationships is the development of a positive environment. Positive environments were characteristic of the recognized schools. As indicated earlier, student and staff attendance were exceptionally high, a good barometer of the school climate. Almost every student group interviewed in these schools made comments about the support they were provided by their teachers. Students even mentioned how these relationships were clearly different than those experienced in other schools. This cooperation was seen as evidence by students that teachers care and that the overall enterprise is serious and meaningful.

This sense of caring has two important dimensions. Students point out that not only do teachers care about academic achievement but also about them as human beings. This enthusiasm and concern helps both students and teachers conquer the monotony of daily school schedules and sustain their drive for excellence.

Perhaps the major vehicles for student-teacher contact outside of class and for the development of positive relationships are extra-curricular programs. This is where teachers and students have the greatest opportunities to work together to apply knowledge and achieve common goals. These activities are important to success because they provide opportunities for students to plan and organize, play leadership roles, gain recognition for their skill and achievement, learn social skills, and experience the pleasure and growth that comes from recreation and social interaction with their peers. Indeed it is these activities that most often provide the bridge between the classroom and society. In successful schools, these links are often planned and managed to

ensure that the total school curriculum fits the school's mission and serves all of the students. In these schools, it would be more correct to describe the host of activities, clubs, organizations, and teams available to students as co-curricular rather than extra-curricular because they make significant contributions to the attainment of academic goals.

The typical high school offers a wide range of activities, as in this midwestern suburban school:

> The school offers at least 40 active extra-curricular organizations -- besides a complete athletic program for boys and girls -- with 85 percent of the students participating in one or more of these activities (according to a survey conducted for our North Central evaluation). Many of these groups engage in projects which benefit the community. Students visit geriatric and children's centers, raise money for autistic children and needy families in the district, and conduct blood drives for the Red Cross. Last fall, the Student Council sponsored our district's first community walk-run for the R-2 Scholarship Fund, and raised over $12,000. The Interact Club is always busy gathering funds for the student exchange program, sponsoring such events as an annual foreign festival, a reverse dance, and a student talent show. The school is also proud of its vigorous theatre program: three, full-length plays every year plus a musical every other year are performed. The musical alternates with the one-act play festival -- a series of nine student-directed one-acts presented on four evenings. Several teachers and about 150 students participate in the festival, with additional teachers serving as judges.

An alternative school in an urban area offers its students:

> "... an extensive volleyball and basketball intramural program. Students complete with intramural teams from conventional high schools and teams from other alternative schools. Fridays are filled with student activities for students such as bicycling trips, caving expeditions, horseback riding, skating, cross-country skiing, and tours to community centers."
>
> Students participate in workshops which have included such topics as the day care program, race relations, sexual responsibilities, self-esteem, wellness. In addition, there are ongoing support groups for single parents and...peer counseling and substance abuse. Students are involved in drama programs and volunteer time at the Community Theatre.
>
> Nearly 60 percent of our students are involved in our co-curricular events and all students participate in our school activities such as Thanksgiving Dinner and Spring Clean-up Day.

Faculty in many schools recognize the links between success in these areas and success in the classroom. One site visitor reported conversations with honor students in an urban school who claimed to have been marginal

students until active participation in drama, music, or student government gave them new direction and motivation. These linkages were not accidental for counselors in this school try to match student talents or interests with activities and advisors who can help "turn on" students. In yet another eastern high school, the nomination form states:

> The offer to students at the high school is, "Tell us about an area of interest and we will help you find an advisor, and you can start a club sanctioned by the student union." There are currently 27 clubs in existence ranging from chess and juggling to scuba diving and sailing. Last year a student approached the principal about her concern regarding prejudice with a proposal to sponsor a "Prejudice Awareness Day." That student received the principal's support and the support of the faculty and student union. The result was a well-received assembly program which included noteworthy speakers from the community who discussed racial, religious, and sexual prejudice. Also, the officers of the Class of 1982 decided to attempt to enrich the senior year by presenting a series of lectures. This Senior Lecture Series' participants included a renowned political cartoonist and a Nobel Prize winning physicist. Our drama club performs two to three productions a year. Bi-annually the club performs a musical production. Over 100 students and staff, in conjunction with the music department, will present The Sound of Music this spring. Incidentally, the proceeds from the musical will be donated to the Community Action Program's Crisis Intervention Program, which is designed to assist students in crises.

Some schools develop a special focus as in this school that stresses the development of leadership:

> The main focus of the student government the last four years has been to develop leadership talent among students. The activities have ranged from basic "how to conduct a meeting" sessions to hosting a mock election that involved almost half the student body.
>
> Each fall, the student government conducts a two-day, weekend, off-campus leadership conference. This fall, almost 15 percent of the student body checked into a convention center on a Saturday morning and participated in a very intensive leadership program until Sunday evening. Outstanding speakers were invited to discuss leadership styles, strategies, and responsibilities. Encouraged by the assistant principal, a number of students attended summer leadership programs in other states.
>
> The student leadership programs have been instrumental in causing the student body to be more cohesive. Student leaders have generated a renewed pride in the entire school. They have served as the catalyst in causing each student to feel that he/she does make a difference, and that every student shares in the responsibilities of causing the school to be as good as it can be.

More typically in the past the special focus was found in music or athletics but schools today are stressing co-curricular activities such as math and science clubs and teams, debate teams, and participation in model governments or community service projects that focus on the environment, the elderly, or hunger.

Participation builds a sense of belonging and a sense of accomplishment that are essential to maturation. Add to this the positive adult relationships developed with teachers, staff, and citizens outside of the school and solid linkages between these activities and academic work and you have a formula for success. It is not a new approach nor a novel one but it is tried, tested, and it works.

High Expectations and Recognition of Achievement

An important characteristic of unusually successful schools is the strong conviction that all students can be motivated to learn (Brookover, Beady, Flood, Schweitzer, & Wisenbacker, 1979). High expectations are expressed in a variety of ways in the secondary schools selected by the recognition program. School staff seem to accept the responsibility for enhancing the learning opportunities for their students. This commitment runs counter to recent descriptions of American schools that portray participants who are merely going through the motions (Sizer, 1984) and describes tacit bargains between students and teachers that exchange reductions in work demands or standards for better classroom behavior (Cusick, 1983).

Many of the schools in the recognition program could be labeled "turnaround schools." In years past, these schools had poor reputations, negative learning environments, and mediocre or poor educational outcomes. As one site visitor noted, what stands out most in these schools is the dramatic shift in academic expectations. This change in attitude is often the initial step on the road to excellence:

> The first step in turnaround schools was not directed toward effective teaching, nor toward curriculum, but, rather, toward changing the attitude and thereby developing a climate that was much more conducive to learning.

No better example can be offered than this conversation reported by a site visitor with a student at one of these schools:

> I had a boy say to me that he had moved into the school from another place. In the other school, the teachers told him he was no good, worthless, and never going to amount to anything. When he started the same behavior pattern in his new school, a teacher pulled him aside and said, "Look, we don't behave like that here. If you want to be accepted in this school, you act this way." The boy claimed, "That saved my life," because they never told him he was worthless.

A student at another school captured the flavor of rising expectations when she said:

> "Teachers are on you all the time to do better. Even when you think you are working hard, they expect you to keep improving. They keep adjusting the goals upward."

This same school has made academic expections their number one priority. School staff told the site visitor that:

> Fundamental changes in school policy have allowed us to establish an academically demanding climate with policies and procedures that strongly support student achievement. All students are pushed to achieve their maximum academic potential, regardless of what that potential is.
>
> Students are no longer allowed to select academic classes which are below their ability level. Four years ago, students completed their own schedules, and were allowed to select courses satisfying the minimal requirements. Students and parents now receive individualized counseling prior to scheduling.

The staff of an urban school with a large minority population believes students prosper in an environment where standards are stressed and maintained. They have created seven different curricular institutes where students can channel their interests.

> Students are encouraged to enroll in specific areas of concentration, earn special diploma endorsements and accumulate extensive credentials for a cumulative folder and better than 89 percent do indeed exceed the basic diploma requirements.
>
> Students, when admitted, selected a concentration: math-science, humanities, finance, computer science, honors program, college discovery, or work-study. A Math-Science Institute member takes a minimum of five years of science, four and one-half years of mathematics, a term of electronics and must complete a research report for competitive submission which includes one summer's experience of study or work. The Humanities major, in addition to other requirements, is enrolled in art, Latin, keyboarding, produces the school newspaper, participates in extensive out-of-school activities and experiences (Model Congress, Law Team, Debate, Academic Olympics).
>
> The Finance students are required to take accounting, Wall Street operations, law, banking, computer programming, and a summer internship between junior and senior year.
>
> The Computer Science Institute (founded in 1983) requires computer languages: Fortran, Cobol, BASIC, RPG, in addition to Advanced Placement (Pascal) and completion of a senior project. The work-study project begins in the second year with an alternate week internship in administrative offices at a neighboring college. Business skills are additions to basic diploma requirements. Honor school membership requires quality points and is available to students by participation in courses requiring special projects, extra readings and co-curricular activities. To allow participation in one or more of these areas, the school day has been extended to 10 periods; all students are programmed for a minimum of 7 subjects,

the motivated and talented for 8. Modified classes have been eliminated. The honors level in English and social studies is a Humanities curriculum. The school is open during the summer, and special programs: Research '82, Computer Camp '83 '84, ESL '84 as well as project development and work internships are available.

Higher expectations are frequently coupled with stronger reward systems. It is not enough to simply increase demands on students. There is also a need to recognize their accomplishments. In the school mentioned above, for example, structures were created to reward positive behavior:

> The program for recognizing outstanding student accomplishments begins in grade nine with a special assembly sponsored by parents for all ninth graders who have done well during the first hectic and often traumatic year of high school. At the end of each year there are assemblies for each grade level to recognize and honor those students who have achieved superior levels of success. There is a special Hall of Fame to which the academically most outstanding seniors are inducted.

Similar academic halls of fame are found in many of the schools and are worth further elaboration. As one reflects back over this experience in secondary school, often the most vivid recollections are of ceremonies and rituals. These are an integral part of life in any institution and their importance to organizational effectiveness has received increasing research attention (Peters & Waterman, 1982; Deal, 1984). While most of us probably would remember homecoming events or senior proms, these schools also focus attention on academic ceremonies. One principal, when asked the most important thing the school does, described the academic convocation:

> Each May an outstanding honors convocation takes place which is sponsored by the school and parent-teacher organization. All students, grades 9-12, who have maintained a "B" are honored in the school. Special awards are given to seniors who maintain a "B+" or better and to seniors who are selected as the top students in academic and practical arts areas. The speaker for the convocation is chosen from the faculty, and the ceremony takes place in a beautiful neighborhood church and is followed by a luncheon for the top senior honor students and their parents. It is truly a school/community affair with 700 parents and families filling the church.

Most of the schools use both formal and informal means to recognize achievement (and to encourage even higher levels of performance). For example, in a midwestern high school:

> Extensive efforts are made to send students congratulatory letters and notes for all types of achievements. Whenever a student earns a place on the honor roll, is selected to an office, earns a spot on an athletic team, and so forth, a positive communication is sent to the student at his home.

Also, a student recognition luncheon program has been initiated. Each month an academic department is asked to select the 24 students most worthy of recognition. These students are invited to a luncheon which is partially paid for by a community service group. Students are bused to a local restaurant where they are served a delicious meal. Following the meal they are praised and a rap session takes place.

Within the school, lists of achieving students are posted, names are read over the public address system, and so forth.

In another midwestern school:

"Student-Of-The-Week" recognition, displays of student work, Student Appreciation Day, athletic team GPA records, academic display case, perfect attendance awards, and published student work are a few additional examples of rewards and incentives. We have a written document, "Going For The Gold." The purpose of the "Going For The Gold" program, as outlined in a brochure distributed to students the first day of school, is to focus on the positive things students do all year long. "It's also an attempt to show in one location or pamphlet all the things we do to promote positive behavior."

Two new programs are described as follows: (1) The "America's Impressed Card," good for two admissions to athletic and one fine arts activity, may be obtained by students who raise their grade point .5 from the previous semester or maintain a 3.85 or higher for two semesters in a row. Students who have a school year of no classes or study hall truancies or unexcused tardies may also qualify for the card. The first students who qualified last spring were sent their cards September 26th; (2) The "#1 Club" features certificates and pins that may be awarded by staff and administration for special performance above and beyond the normal expectations. Each month two students can be nominated by each department for the award. Ten finalists will be selected by a faculty committee to receive the final award.

These two cases typify the variety of efforts made to raise expectations about academic performance and to recognize student achievements. Nothing symbolizes the changing climate in American public education better than the high school that now prints the names of its honor roll students on all of its sports programs.

Solving Problems and Improving the Schools

The schools in the Recognition Program are not immune to the problems faced by other public schools. As part of the nomination process, the staff at each school were asked to write a reflective essay about the obstacles their school had faced during the last five years and how these obstacles had been overcome. The most frequently mentioned obstacles were:

- inadequate facilities
- declining enrollments

- inadequate funding
- poor school-community relations
- poor discipline
- lack of school spirit
- low attendance
- lack of clear academic standards
- drugs/alcohol
- complacency with past accomplishments

Several important conclusions can be drawn from the data provided by the answers to this question. First, while each school has a unique set of obstacles (with more than 50 different categories of obstacles mentioned), there are a few common obstacles that are mentioned repeatedly. Nearly two-thirds of the schools identified inadequate facilities, declining enrollments, and financial issues as obstacles with which they have had to cope. Second, most of the schools encountered multiple obstacles on their road to success, with the average number listed being between five and eight. Third, the most pressing obstacles are those over which school staffs have little direct control. Declining enrollments, inadequate facilities, and financial exigencies are issues arising from the larger environment issues in which the school functions. Fourth, there is little variation in what schools perceive as being their obstacles when factors like school size, racial composition of the student body, or metropolitan status of the surrounding community are considered.

The schools also provided information on their approaches to these obstacles and their degree of success in surmounting them. It is noteworthy that the areas in which high schools reported the greatest amount of positive change were student discipline, school-community relations, student attendance, academic standards, and school spirit. Schools for young adolescents reported significant improvements in school-community relations, revisions of curricula, student discipline, and school spirit. These are problems that do not necessarily require significant new resources and generally fall within the scope of authority and action of school staffs. Problems relating to the use of drugs and alcohol, single parent families, and the overcoming of staff and community complacency were also frequently mentioned but appeared to be more difficult to resolve.

What sets these schools apart from most American secondary schools are their creative responses to problems. Rather than viewing problems as constraints, many of these schools view them as opportunities. To borrow the slogan of one plains State, these are "can do" organizations. They don't just sit back and wait for answers to appear. Rather, they aggressively search for alternative solutions. Some examples help illustrate the point. Since financial problems plague a larger number of schools, the story of one school system coping with severe cuts is an excellent example:

This midwestern district was faced with an overnight 20 percent reduction in the local tax base when the major employer in the community unexpectedly filed for bankruptcy. The school district aggressively mounted a campaign to deal with the problem. As the superintendent noted, "We're very much a proactive place rather than a reactive one." The community quickly lobbied the State Legislature to negotiate a State loan fund for school districts that have 10 percent or more of their tax base reduced by the demise of local industry.

Another southwestern school from a very poor district with a large minority population in coping with inadequate facilities, built a showcase facility out of almost nothing. As the site visitor commented:

"One quickly forgets when entering the grounds that this is a poor school. The teachers and students don't think of themselves as poor, they think of themselves as resourceful." By using donated land, stockpiling building materials when a favorable price presented itself, and having construction work done by vocational students and maintenance staff, they have created "a masterpiece of construction and architecture...that would be the envy of a large metropolitan school. As a result of the student investment in the campus, it is clean, well-maintained, graffitti free, pridefully upgraded."

Declining enrollments in an urban, southeastern school for young adolescents was reversed by the development of a center for the arts which provides a diversified program in art, drama, dance, music, and photography. In a few short years, the student body has increased by 25 percent and in the process has attracted a group of students from throughout the city.

Another school, facing high turnover of administration, staff, and students found it difficult to create a cohesive organization until the program was structured around four guiding principles:

1. Direction: the administration organized a consistent set of policies, particularly with respect to discipline.

2. Cooperation: key decisions in scheduling, teacher assignments, teacher evaluation, and curriculum and budget are implemented through the input and efforts of teachers and administrators alike.

3. Communication: an effort to "win back" students led to an all-out campaign of establishing clear and fluid lines of communication between the school and community.

4. Flexibility: the school strives to meet the needs of a diverse and changing student population by having the curriculum under constant review.

Finally, there is the example of an urban Great Lakes region high school that has struggled to maintain the quality of its program while serving a changing population:

The proportion of black students in this school has increased from 8 percent to 40 percent in the recent years. Academic excellence has always been a hallmark of this school and the challenge was to continue that excellence with a changing student population. The first response was to create a streaming system, which outside consultants noted only produced de facto segregation and a reaction from the black community. The community made 14 recommendations that the school is currently implementing. A number of programs, including PUSH-EXCEL, a study skills center, and active involvement of parents in a variety of school committees have supported the improvements made by minorities. While there is still differential achievement, "The issues is on everyone's agenda and there is genuine concern about doing better. They have accepted it as their problem, one that they are willing to struggle with until they find some answers."

This problem-solving approach also is applied to work with individual students. The following examples illustrate some of the ways in which these schools focus their resources on problem students and attempt to turn them toward success:

One especially useful technique seemed to be "Targeting Sessions." These meetings to discuss a "problem" student are held for not more than 15 minutes in the morning, before school. No student is discussed during this initial intervention meeting for more than 15 minutes, and the product of the meeting is a "plan for consistent treatment by all of the student's teachers and counselors in order to help him/her succeed." According to the teachers I interviewed, these target sessions keep the discussion focused on improvement and problem resolution, rather than gripes and student shortcomings.

Student assistant teams regularly form at the high school. If staff members have a particular concern about how a student is fairing or what may be happening to that student, they request the formation of a team, and the counseling staff puts it together. These teams typically include the nurse, teachers, counselors, school psychologist, and administrators. They study the student's problem and come up with a unified approach to solving it.

Student assessment teams are comprised of the assistant principal, one special education teacher, reading specialist, guidance counselor, and the regular classroom teachers where the student being assessed is assigned. This team was designed to identify students who did not qualify for special education services but who were experiencing frustration, conflict, or special problems in the regular classroom. Their assessment team receives referrals and meets every two weeks to brainstorm for ideas to better reach each individual student. "We've had a lot of success with the approach." "We can -- together -- address questions like 'Why isn't this student clicking?' -- or

'How can I better motivate him or change my teaching techniques in order to reach him?'" Teachers who may be experiencing success with a particular student where other teachers may not are reported to be sharing techniques during this process. A follow-up conference to check on each student is always held.

The staff from one California high school summed up this drive for improvement in their application as follows:

> The year 1982-83 became the year of focus on the public schools. There was a great deal of anxiety and guilt being shared by every element of the educational community. [Some of the public concerns were that] students don't know how to think and teachers are burnt-out.
>
> It is the philosophy of this high school that no one really subscribes to failure as a way of life. Mediocrity is not the goal. If we believe this to be true, then it follows that we had an obligation to raise the expectancy level for students and teachers, to create an orderly atmosphere in which education could become a reality, to give students and teachers an active voice in those decisions which affected their world, to support and train teachers for better delivery systems, to respect the potential of each student and the professionalism of each faculty member.
>
> A consistent plan of improvement training and accountability began in 1980. This plan included consistent participation teacher training staff development, master teachers who modeled effective instruction, and ongoing evaluation of teachers and program. We began not only to ask the "what" questions, but the "why" questions. As a result, the critical mass of trained personnel has grown. Teachers are coaching teachers. Students are receiving better instruction and therefore achieving more.... Teachers and students are taken seriously by one another and by the administration. A new model for school management has evolved which includes "role reversal;" the administration has become the model, the trainer. Education is alive and well at our high school.

These unusually successful secondary schools face up to their problems. They are truly "can do" organizations that refused to succumb to ready available rationalizations for performance that is below expectations. They see problems as challenges to be overcome. Underlying this attitude is the support of their communities, particularly parents and board members who expect success but also give their school staffs the leeway and resources necessary to achieve it.

Working in the Community

Another significant feature of these secondary schools is the surprisingly high degree of involvement by parents and community members in school affairs. While the research literature recognizes the importance of contact with parents, educators often claim that it is harder to get parents involved in activities in secondary schools than it is in elementary schools. The blame is usually placed on parent apathy.

In these exemplary schools, however, community interest is high, and it has been used to increase the resources and overall effectiveness of the schools. School staffs have built on the strengths of the community and made them an integral parts of their schools. This partnership often is the consequences of school initiatives. They have been active in seeking parent support and involvement. The recognition program data reveal at least five important ways in which creative links to the community have been made.

Human resources. First, individuals who can provide important human resources are actively recruited by the staffs in these exemplary secondary schools. Community members (whether parents or not) are viewed as having enormous potential to contribute to the school in a variety of ways. Citizens are recruited as volunteers for clerical duties, to serve as nurse's assistants, to come into classrooms to teach, to tutor students, or help plan and implement special school progress and activities. Extensive opportunities exist for volunteers to give their time, expertise, and good will to the schools. A typical volunteer program in a magnet junior high in the South is described as follows:

> Active support is provided by many volunteers who serve on advisory and steering committee assignments, meet with the superintendent regularly to represent our needs and offer help, serve regular hours in the office to relieve the volume of contacts there, and assist in screening youngsters for hearing.

Another program, developed in a western junior high, is called the "Grandpeople Program." This project is for non-parents, primarily retired people, who volunteer in the school where:

> They teach art and science, reading and spelling. They help small groups build special products in the shop or assist in reading. They serve as consultants, and even more important, as confidants of the youngsters with whom they work.

Some results? The school reports that the elderly participants report a revitalization in their lives, that the teachers observe students being more courteous and more caring, and that the students express appreciation for the additional personal attention and help. As one high school principal summarized:

> The goals of the (volunteer program) are to assist teachers in non-professional duties, to offer individual help to students, to enrich the school program by making available the talents and resources of the community, and to stimulate an informed community to more active support of public education.

Public relations. A second way in which links are built to the larger community is through the use of aggressive public relations campaigns in which parents are used as promoters, communicators, and decision makers. Strong parent organizations appear to be the norm in these exemplary secondary schools, and the schools take advantage of their resources. The volunteers in these organizations write and disseminate elaborate newsletters that inform the larger community of school activities. One middle school in New England has divided the school

service area into 17 zones, each with a chairperson responsible for relaying information to parents in that zone and for bringing their concerns to a monthly meeting with the principal. Another midwestern high school has taken advantage of the enthusiasm of a set of parents:

> This group works very hard at telling the school's story to the community. They have produced a videotape describing school programs, and they show this videotape to service organizations and other interested groups throughout the community in order to help people better understand the strong school program.

In addition, rather than hiding crises from the community, these schools have turned their communities into allies to help solve problems. Many of these schools place parents on committees where they help make important policy decisions about curriculum, staff development, and new instructional programs. One southern high school that was recently desegregated fought against white flight by:

> An effective and honest two-way dialogue maintained to deal with fears and concerns over the rapid change of student population.... Many methods have been utilized such as meetings in homes, cluster meetings, PTA meetings, school open houses, truth squads, and rumor clinics.

Financial resources. Exemplary schools also have staff who are able to attract financial resources from the community. Beyond the usual support for athletics, local businesses will contribute funds to awards for citizenship, scholarship, and attendance. The community is spurred into participation in large-scale projects that require time and money:

> When our school finally opened, several things were needed. (The town) became involved in an extensive landscaping and school beautification program which involved the total cooperation of students, community members, faculty and staff, PTSO, and the student council.

In a midwestern junior high, community businesses and individuals donated over $8,000 for staff development and training for a new teacher advisory program. An urban, black, performing arts magnet high school reported that the community contributed over $400,000 last year to supplement board of education funds for a performance program that reached over 200,000 people.

Community service. The staff at these schools not only invite the community into their classrooms and corridors; they also invite themselves into the community. Students visit local nursing homes to establish relationships with the elderly; charitable organizations enjoy the youthful exuberance expressed in jog-a-thons, bike-a-thons, walk-a-thons; and students help local recreation departments in many activities. One midwestern junior high, for example, has musical ambassadors who take their programs into the community several times each year; its students officiate at the Special Olympics and participate in an "Adopt-a-Grandparent" program. In another high school, a local elementary school's PTA commissioned members of the school's industrial arts club to design and make new playground equipment.

Community groups are also encouraged to use these exemplary schools' facilities for meetings and social events. The Girl and Boy Scouts, blood banks, and, most often, adult and continuing education programs are offered at the schools. Continuing education programs, sometimes called "Community Schools," are open to students, parents, or "patrons" (as many non-parental community members are called). For many of these schools located in smaller communities, local social activities revolve around the school. In one small midwestern community -- where both the junior high and high school were recognized as exemplary -- the district's philosophy is that the community owns the school facilities, therefore residents have the right to use them. Instead of having the local municipality run the program, the school district takes on that responsibility.

These activities may not differ in kind from those in most secondary schools, but what sets these schools apart is the frequency with which they occur, the high levels of participation, and the degree to which the activities are considered a core value of the school.

Building an identity. The final way in which links to the larger community are created is by building an identity that consciously takes advantage of the community. For example, one midwest suburb has placed signs along the roadsides leading into the community that declare: "A community is known by the schools it keeps." Such activities are symbolic rather then substantive but they have the effect of galvanizing the attention and support not only of parents of students but also other residents. As one Pacific Northwest high school principal noted, by getting the community actively involved in decision making, a much stronger sense of ownership has developed. Public support can be fostered in many different ways from flying school flags all over a southern city to promote the spirit of the local high school to reinforcing the thirst for knowledge that characterizes the university community in which a midwestern junior high is located. In this latter case, the principal writes:

> This is a town where generations have come to learn and create (home of the state university); it is a town of people who thrive from what they learn and share with others. Our school works to recreate that atmosphere.

Yet another example of reinforcing identity the community of the schools comes from an urban Great Lakes high school. A strong tradition and identity with community members is used to sustain local enthusiasm and motivate new students. The efforts of a very strong alumni association aid in this effort:

> The major reason for the success of the school is primarily in its history.... Our graduates watch out for the school and honor the institution and its role in dramatic and important ways. For example, the State's Secretary of State cheers "That's my school!" when awarding first prize to a student in the state contest for National History Day.

These collaborative links to the community are one of the marks of excellence. A positive relationship with the community not only strengthens the technical aspects of the school, but also makes schools more accessible and builds political support across constituencies. In addition, strengthening ties to the community helps shape a school/community culture that encourages cooperation, caring, and collective responsibility for the quality of life that is so often missing in today's hassled world.

Summary

These nine themes provide a portrait of the schools selected for national recognition. It is at best an incomplete portrait because the available data do not permit a close look at other important issues such as curriculum offerings, the counseling and placement of students in programs, or the relationships between the schools and district staff. These themes reinforce the general conclusion arising from the research literature that the specifics of school policies and practices may be less important than the work norms accepted by staff and students and the general ethos that unites them into a caring community of academic workers.

These schools are sources of pride to their students, their staffs, and their communities. Their pride reflects their deep commitment to their schools and to the excellence they represent. Whether it is based upon long traditions of success or upon recent accomplishments, it is the basis for building and maintaining a working consensus about the purposes of public education. From this clarity of purpose, all else follows.

V. The Challenges of Success

The secondary schools described in this report demonstrate the enormous potential of public education, a potential often unrealized in some communities and neighborhoods across the country. These schools are working laboratories in which high quality, comprehensive education is provided to student bodies from diverse social, economic, and political circumstances. While their contexts, programs, policies, and practices vary, their commitment to excellence does not. This is their hallmark, their primary message to the American public.

These schools offer many challenges to policy makers at all levels, but the central challenge is to define and implement policies that replicate their success without undermining the bases upon which it rests. This challenge raises one of the central dilemmas of government: What to regulate, mandate, or control and what to leave to the discretion of those at lower levels of the system? These unusually successful schools with their rich diversity and their record of initiative represent what is best about local school decision making. They have made full use of their autonomy to serve their students. Many schools have not. An important policy question is whether the pursuit of excellence and equity requires further centralization and standardization of educational policies and practices or whether it is possible to formulate policies that will spread success without limiting local autonomy and the variety of approaches used. The Secondary School Recognition Program's three years of experience suggests some approaches that Federal, State, and local policy makers might consider as alternatives to a regulatory approach to reform.

The Challenge to Local Policy Makers

Local boards of education and school administrators carry the primary responsibility for creating the conditions under which school success is possible. Therefore:

- Local policy makers should ask themselves whether their goals are appropriate and clear and whether they are taken seriously by all parties. They should examine the fit between their goals and the allocation of people, time, and money in their secondary schools.

- Local policy makers should examine the working conditions and climates in their schools and determine whether they are providing the optimum environments for teaching and learning and the maximum amount of teacher-student interaction inside and outside of the classroom.

- Local policy makers should examine their policies and practices with regard to rewards and incentives for students and teachers. Are they effective? Do they reflect the goals and values of the community? Do they reach enough people?

- Local policy makers should examine the standards that are applied in the classroom as well as those on tests and examinations. They should disaggregate the performance data to determine which groups of students are experiencing success and to determine the distribution of success in various programs.

- Local policy makers should examine their recruitment, selection, and promotion policies and practices. Are they getting the best people they can? Are they recruiting leaders who can take initiative and inspire excellence? Do they provide an environment that attracts talent and permits entrepreneurship and risk-taking in the pursuit of success?

- Local policy makers should examine the amount of discretion given to school staff to make decisions. Do they have enough elbow room to succeed? Has the district decided what must be determined centrally and given the schools sufficient autonomy to develop a distinct identity?

- Local policy makers should reach out to the public and let them into the schools. Giving the public information and access will help build support for a shared vision of public education. Parents and other citizens have skills that can contribute to school success; these human resources must be tapped.

- Local policy makers should demonstrate their respect for teaching and teachers by giving their staff truly professional status and working with and through them rather than confronting them as adversaries.

The Challenge to State Policy-Makers

States have the constitutional responsibility for education and currently are leading the struggle for educational reform. Therefore:

- State policy makers should clarify their goals for public education and demonstrate their commitment to these goals through action.

- State policy makers must temper their desire for immediate changes with an understanding of the complexities of creating change in schools and must be sensitive to the cultural as well as the technical aspects of change.

- State policy makers should persistently and critically review proposals that standardize or further centralize decision making and ask if they are essential or if there are other alternatives.

- State policy makers should emphasis setting rigorous standards for essential educational outcomes but permit local policy makers discretion over how to achieve them.

- State policy makers should avoid dissemination of formulas for success and instead disseminate information about successful schools operating under difficult circumstances and using different approaches.

- State policy makers should sponsor school visits and establish dialogue among practitioners to promote the diffusion not only of practices and policies but of norms of professional conduct and expectations of success.

- State policy makers should consider broadly-defined competitive grant programs that foster change in the schools and attend to issues of school culture and climate by supporting curriculum development, changes in structure, new co-curricular programs, academic competition and creation of new incentive systems.

- States should review their regulations and requirements governing construction of school facilities to ensure that an optimal physical environment is provided for teaching and learning.

- State policy makers should monitor and publish indicators of school quality to provide the public with reliable information and to stimulate local action.

- State policy makers should provide training for administrators and board members so they understand how their actions influence school cultures and inhibit or enhance success.

- State policy makers should examine the preparation of principals and consider requiring internships with successful principals. The preparation of school leaders should be a priority.

- State policy makers should continue their efforts to upgrade teacher preparation, to raise the standards for entry and continuation in the profession, and to recruit talented people into teaching.

- Finally, State policy makers should consider the school attributes and themes described in this report and reexamine and revise their accreditation procedures to focus more attention on the quality of teaching and learning environments in schools.

The Challenge to the Federal Government

The Federal government can provide both leadership and direction to school reform through research, dissemination of information, and recognition of State and local initiatives. Therefore:

- Federal policy makers should support research on successful secondary schools to gain better understandings of the ways in which various factors influence student performance.

- Federal policy makers should develop an accessible data base on successful secondary school practices that can serve as a bridge for practitioner-to-practitioner exchange.

- Federal policy makers should sponsor school visitations and encourage school presentations at national and state conventions.

- Federal policy makers should avoid policies inhibiting school-level governance in the fundamental realms of teaching, learning, and managing.

- Federal policy makers should take the leadership in encouraging public and private organizations to foster and support co-curricular programs and academic competitions.

- Federal policy makers should use competitive grants to encourage creation of system incentives at both the local and State levels including merit pay, career ladders, school-site management, awards for meeting goals, and redefinitions of professional roles and responsibilities.

- Federal policy makers should continue efforts to recognize educational excellence and to draw public attention to unusually successful schools.

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Appendix A

List of Recognized Schools

Alabama		
Bush Middle School	Birmingham	1983-84
C.F. Vigor High School	Prichard	1983-84
East Highland Middle School	Sylacauga	1984-85
Enterprise High School	Enterprise	1983-84
Homewood High School	Homewood	1983-84
Homewood Middle School	Homewood	1983-84
Ira F. Simmons Junior High School	Birmingham	1984-85
Mountain Brook High School	Mountain Brook	1983-84
Riverchase Middle School	Birmingham	1984-85
Sylacauga High School	Sylacauga	1984-85
Alaska		
Gruening Junior High School	Eagle River	
Kenai Junior High School	Kenai	1983-84
Romig Junior High School	Anchorage	1984-85
Soldotna High School	Soldotna, Alaska	1982-83
Soldotna Junior High School	Soldotna, Alaska	1982-83
Valdez High School	Valdez, Alaska	1982-83
Arizona		
Agua Fria Union High School	Avondale	1982-83
Amphitheater High School	Tucson	1983-84
Chandler High School	Chandler	1982-83
Flowing Wells Junior High School	Tucson	1984-85
Harvey L. Taylor Junior High School	Mesa	1984-85
John J. Rhodes Junior High School	Mesa	1982-83
Kino Junior High School	Mesa	1984-85
Mesa High School	Mesa	1983-84
Mountain View High School	Mesa	1984-85
Poston Junior High School	Mesa	1983-84
Santa Rita High School	Tucso	1984-85
Shea Middle School	Phoenix	1983-84
Utterback Junior High School	Tucson	1983-84
Westwood High School	Mesa	1983-84
Willis Junior High Schol	Chandler	1982-83
Arkansas		
Annie Camp Middle School	Jonesboro	1982-83
Conway High School	Conway	1984-85
Douglas MacArthur Middle School	Jonesboro	1982-83
Jonesboro High School	Jonesboro	1982-83
Southside High School	Fort Smith	1982-83
White Hall High School	Tucson	1983-84

California		
Alvarado Middle School	Union City	1983-84
Artesia High School	Lakewood	1983-84
Borel Middle School	San Mateo	1983-84
Borrego Springs High School	Borrego Springs	1984-85
Castro Valley High School	Castro Valley	1984-85
Chula Vista High School	Chula Vista	1983-84
Corona del Mar High School	Newport Beach	1984-85
Davidson Middle School	San Rafael	1982-83
Fallbrook Union High School	Fallbrook	1983-84
George Leyva Junior High School	San Jose	1982-83
George W. Kastner Intermediate School	Fresno	1984-85
James Logan High School	Union City	1982-83
Lindero Canyon Middle School	Agoura Hills	1984-85
Lowell High School	San Francisco	1982-83
Marina High School	Huntington Beach	1984-85
Meadowbrook Middle School	Poway	1984-85
Mission Junior High School	Riverside	1983-84
Montebello Intermediate School	Montebello	1983-84
North Monterey County High School	Castroville	1984-85
Piedmont High School	Piedmont	1984-85
Pioneer High School	Whittier	1982-83
Rosemont Junior High School	La Crescenta	1984-85
Santana High School	Santee	1983-84
Terrace Hills Junior High School	Grand Terrace	1982-83
Twin Peaks Middle School	Poway	1983-84
Venado Middle School	Irvine	1982-83
Williams H. Crocker Middle School	Hillsborough	1982-83
Colorado		
Alameda Junior High School	Lakewood	
Carmody Junior High School	Lakewood	1982-83
Cheyennne Mountain High Schol	Colorado Springs	1982-83
Holmes Junior High School	Colorado Springs	1983-84
Mrachek Middle School	Aurora	1982-83
Wheat Ridge High School	Wheatridge	1983-84
Connecticut		
Amity Regional Junior High School	Bethany	1983-84
Amity Regional Junior High School	Orange	1982-83
Amity Regional High School	Woodbridge	1982-83
Avon Middle School	Avon	1984-85
Conard High School	West Hartford	1984-85
Conte Arts Magne School	New Haven	1983-84
East Ridge Junior High School	Ridgefield	1983-84
Flood INtermediate School	Stratford	1983-84
Gideon Welles Junior High School	Glastonbury	1984-85
Illing Junior High School	Manchester	1982-83
Middlebrook School	Wilton	1982-83
Middlesex Middle School	Darien	1984-85
New Fairfield High School	New Fairfield	1984-85
William H. Hall High School	West Hartford	1984-85
Wooster Intermediate School	Stratford	1982-83

Delaware		
Brandywine High School	Wilmington	1982-83
Caesar Rodney Senior High School	Camden	1983-84
Christiana High School	Newark	1983-84
Shue Middle School	Newark	1982-83
Skyline Middle School	Wilmington	1984-85
District of Columbia		
Alice Deal Junior High School	Washington	1983-84
Brookland Junior High School	Washington	1982-83
Browne Junior High School	Washington	1984-85
Jefferson Junior High School	Washington	1982-83
Julius W. Hobson Senior Middle School	Washington	1983-84
Florida		
American Senior High School	Hialeah	1983-84
Brandon High School	Brandon	1982-83
Dixie Hollins High School	St Petersburg	1983-84
Fort Myers High School	Fort Myers	1984-85
Horace O'Bryant Middle School	Key West	1984-85
Jefferson Davis Junior High School	Jacksonvile	1982-83
John Gorrie Junior High School	Jacksonville	1983-84
Largo Middle School	Largo	1983-84
Lyman High School	Longwood	1984-85
Mainland Senior High School	Daytona Beach	1983-84
North Miami Beach Senior High School	North Miami Beach	1984-85
Ribault High School	Jacksonville	1982-83
Sandalwood Junior-Senior High School	Jacksonville	1984-85
South Plantation High School	Plantation	1982-83
Southwood Junior High School	Miami	1984-85
St. Petersburg High School	St. Petersburg	1983-84
Terry Parker High School	Jacksonville	1983-84
Thomas Jefferson Junior High School	Merritt Island	1983-84
Georgia		
Conyers Middle School	Conyers	1984-85
Dalton High School	Dalton	1983-84
Frederick Douglass High School	Atlanta	1983-84
Glynn Middle School	Brunswick	1983-84
Hardaway High School	Columbus	1984-85
Lakeside High School	Atlanta	1984-85
Luke Gareett Middle School	Austell	1983-84
North Fulton High School	Atlanta	1984-85
North Whitfield Middle School	Dalton	1984-85
Parkview High School	Lilburn	1984-85
Walton Comprehensive High School	Marietta	1983-84
Idaho		
Jefferson Junior High School	Caldwell	1984-85
Mullan Junior/Senior High School	Mullan	1983-84
Silver Hills Junior High School	Osburn	1984-85

Illinois		
Alan B. Shepard Junior High School	Deerfield	1984-85
Carl Sandburg High School	Orland Park	1984-85
Community High School North	Downers Grove	1983-84
Elm Place Middle School	Highland Park	1982-83
Glenbrook North High School	Northbrook	1983-84
Glenbrook South High School	Glenview	1983-84
Hoffman Estates High School	Moffman Estates	1984-85
Homewood-Flossmoor High School	Flossmoor	1982-83
Leyden East Campus	Franklin Park	1984-85
Leyden West Campus	Northlake	1984-85
Maine Township High School	East Park Ridge	1984-85
Medinah Elementary School	Roselle	1983-84
Old Orchard Junior High School	Skokie	1983-84
Rich South High School	Richton Park	1983-84
Springman Junior High School	Glenview	1984-85
Thomas Junior High School	Arlington Heights	1983-84
Wilmot Junior High School	Deerfield	1983-84
York Community High School	Elmhurst	1982-83
Indiana		
Ben Davis High School	Indianapolis	1983-84
Carmel High School	Carmel	1982-83
Carmel Junior High School	Carmel	1984-85
Chesterton High School	Chesterton	1984-85
Clay Junior High School	Carmel	1982-83
Eastwood Middle School	Indianapolis	1984-85
Fegely Middle School	Portage	1984-85
Jefferson High School	Lafayette	1984-85
John Marshall High School	Indianapolis	1984-85
Lawrence Central High School	Indianapolis	1984-85
Lawrence North High School	Indianapolis	1983-84
North Central High School	Indianapolis	1982-83
Valparaiso High School	Valparaiso	1982-83
Warren Central High School	Indianapolis	1982-83
Westchester Middle School	Chesterton	1982-83
Westland Middle School	Indianapolis	1983-84
Iowa		
Ames Junior High School	Ames	1982-83
Ames Senior High School	Ames	1982-83
Franklin Junior High School	Cedar Rapids	1983-84
Indian Hills Junior High School	Des Moines	1982-83
Keokuk Middle School	Keokuk	1982-83
Kirn Junior High School	Council Bluffs	1983-84
Linn-Mar High School	Marion	1984-85
Linn-Mar Junior High School	Marion	1983-84
Metro Secondary School	Cedar Rapids	1984-85
Northwest Junior High School	Coralville	1984-85
Pleasant Valley Community High School	Pleasant Valley	1983-84
South East Junior High School	Iowa City	1982-83
Valley High School	West Des Moines	1983-84
Washington High School	Cedar Rapids	1983-84

Kansas		
Horace Mann Alternative Middle School	Wichita	1983-84
Meadowbrook Junior High School	Shawnee Mission	1984-85
Oregon Trail Junior High School	Olathe	1983-84
Robinson Middle School	Topeka	1984-85
Roosevelt-Lincoln Junior High School	Salina	1983-84
Salina High School	Salina	1984-85
Santa Fe Trail Junior High School	Olathe	1984-85
Seaman High School	Topeka	1984-85
Shawnee Mission South High School	Shawnee Mission	1983-84
Shawnee Mission West High School	Shawnee Mission	1983-84
Topeka West High School	Topeka	1983-84
Kentucky		
Highlands High School	Fort Thomas	1984-85
Holmes High School	Covington	1984-85
Murray High School	Murray	1983-84
Oldham County Middle School	Buckner	1984-85
Thomas Jefferson Middle School	Louisville	1984-85
Louisiana		
Baton Rouge High School	Baton Rouge	1982-83
Caddo Middle Magnet School	Shreveport	1984-85
Captain Shreve High School	Shreveport	1982-83
Grace King High School	Metairie	1982-83
Lafayette Elementary School	Lafayette	1983-84
Lakewood Junior High School	Luling	1982-83
Leesville High School	Leesville	1982-83
Lockport Junior High School	Pockport	1984-85
McKinley Middle Magnet School	Baton Rouge	1983-84
Parkway High School	Bossier City	1984-85
Raceland Junior High School	Raceland	1982-83
Ruston High School	Ruston	1983-84
Scott Middle School	Scott	1984-85
Youree Drive Middle School	Shreveport	1983-84
Maine		
Auburn Middle School	Auburn	1983-84
Camden-Rockport High School	Camden	1984-85
Derring High School	Portland	1982-83
Gray-New Gloucester Junior High School	Gray	1984-85
Greely Junior High School	Cumberland Center	1984-85
Junior High School of the Kennebunks	Kennebunks	1983-84
Katahdin High School	Sherman Station	1982-83
Kennebunk High	Kennebunk	1982-83
King Middle School	Portaland	1982-83
Mount Desert Island High School	Northeast Harbor	1983-84
Mt. Ararat School	Topsham	1982-83
Portland High School	Portland	1983-84

Maryland		
Centennial High School	Ellicott City	1984-85
Glenelg High School	Glenelg	1984-85
Milton M. Somers Middle School	La Plata	1984-85
Parkland Junior High School	Rockville	1984-85
Redland Middle School	Rockville	1984-85
Thomas S. Wootton High School	Rockville	1984-85
Wilde Lake Middle School	Columbia	1984-85
Massachusetts		
Acton-Boxborough Regional High School	Acton	1983-84
Charles Sumner Pierce Middle School	Milton	1984-85
Dartmouth High School	North Dartmouth	1984-85
Glenbrook Middle School	Longmeadow	1984-85
Nessacus Middle School	Dalton	1984-85
New Bedford High School	New Bedford	1983-84
Oliver Ames High School	North Easton	1984-85
Rockland Junior High School	Rockland	1983-84
W.S. Parker Middle School	Reading	1984-85
Wilson Junior High School	Natick	1984-85
Michigan		
Abbott Middle School	Orchard Lake	1984-85
Ann Arbor Huron High School	Ann Arbor	1983-84
Berkshire Middle School	Birmingham	1984-85
Bloomfield Hills Andover High School	Bloomfield Hills	1983-84
Bloomfield Hills Lahser High School	Bloomfield Hills	1982-83
Bridgman High School	Bridgman	1983-84
Brooks Middle School	Detroit	1984-85
Cass Technical High School	Detroit	1983-84
Gaylord High School	Gaylord	1983-84
Gaylord Middle School	Gaylord	1984-85
Grosse Pointe South High School	Grosse Pointe	1982-83
Grosse Pointe North High School	Grosse Pointe Woods	1984-85
John Page Middle School	Madison Heights	1983-84
Northview High School	Grand Rapids	1983-84
Okemos High School	Okemos	1983-84
Roscommon High School	Roscommon	1982-83
Seaholm High School	Birmingham	1984-85
Slauson Intermediate	Ann Arbor	1983-84
Southfield Senior High School	Southfield	1983-84
Sturgis Public High School	Sturgis	1982-83
Traverse City Area Junior High School	Traverse City	1983-84
West Ottawa Middle School	Holland	1982-83

Minnestoa		
Cambridge Middle School	Cambridge	1984-85
Edina High School	Edina	1983-84
Hastings Junior High School	Hastings	1984-85
Hopkins High School	Minnetonka	1982-83
Hopkins North Junior High School	Minnetonka	1983-84
Hopkins West Junior High School	Minnetonka	1983-84
John Adams Junior High School	Rochester	1982-83
John F. Kennedy Senior High School	Bloomington	1984-85
Oak-Land Junior High School	Lake Elmo	1983-84
Richfield Senior High School	Richfield	1983-84
South St. Paul High School	South St. Paul	1984-85
Stillwater Senior High School	Stillwater	1984-85
Valley Middle School	Rosemount	1984-85
Mississippi		
Brookhaven High School	Brookhaven	1983-84
Clinton High School	Clinton	1982-83
McComb High School	McComb	1982-83
Meridian Senior High School	Meridian	1984-85
Tupelo High School	Tupelo	1983-84
Missouri		
Blue Springs High School	Blue Springs	1982-83
Brentwood Junior High School	Brentwood	1983-84
Clayton High School	Clayton	1984-85
David H. Hickman High School	Columbia	1984-85
Holman Middle School	St. Ann	1984-85
Horton Watkins High School	St. Louis	1982-83
Jennings Junior High School	Jennings	1984-85
Kickappoo High School	Springfield	1982-83
Ladue Junior High School	St. Louis	1983-84
Lewis Middle School	Excelsior Springs	1983-84
McCluer North High School	Florissant	1983-84
Parkway North High School	Creve Coeur	1984-85
Parkway West Senior High School	Ballwin	1982-83
Pattonville Heights Middle School	Maryland Heights	1983-84
Wydown Junior High School	Warson Woods	1984-85
Montana		
Will James Junior High School	Billings	1984-85

Nebraska		
Arbor Heights Junior High School	Omaha	1983-84
Beatrice Senior High School	Beatrice	1982-83
Bellevue East High School	Bellevue	1984-85
Harry A. Burke High School	Omaha	1983-84
Hastings Junior High School	Hastings	1984-85
Kearney Junior High School	Kearney	1982-83
Kearney Senior High School	Kearney	1983-84
Lincoln East Junior/Senior High School	Lincoln	1983-84
Lincoln High School	Lincoln	1983-84
McMillan Junior High School	Omaha	1984-85
Millard North High School	Omaha	1983-84
Millard South High School	Omaha	1982-83
Norfolk Public Senior High School	Norfolk	1984-85
Norris Middle School	Firth	1984-85
Tri County Senior High School	DeWitt	1984-85
Valley View Junior High School	Omaha	1984-85
Westbrook Junior High School	Omaha	1984-85
Westside High School	Omaha	1983-84
Nevada		
Darrel C. Swope Middle School	Reno	1982-83
Edward C. Reed High School	Sparks	1984-85
Elko High School	Elko	1982-83
Helen C. Cannon Junior High School	Las Vegas	1983-84
Kenny C. Guinn Junior High School	Las Vegas	1982-83
Las Vegas High School	Las Vegas	1984-85
Reno High School	Reno	1983-84
New Hampshire		
Exeter Area Junior High School	Exeter	1983-84
Hanover High School	Hanover	1982-83
Kearsarge Regional High School	North Sutton	1983-84
Lebanon Junior High School	Lebanon	1982-83
Londonderry Junior High School	Londonderry	1984-85
New Mexico		
Albuquerque High School	Albuquerque	1982-83
Carrizozo High School	Carrizozo	1983-84
Eisenhower Middle School	Albuquerque	1984-85
Highland High School	Albuquerque	1984-85
Hoover Middle School	Albuquerque	1982-83
Jefferson Middle School	Albuquerque	1983-84
Las Cruces High School	Las Cruces	1984-85
Manzano High School	Albuquerque	1982-83
Taft Middle School	Albuquerque	1982-83
Van Buren Middle School	Albuquerque	1984-85
West Mesa High School	Albuquerque	1983-84

New York		
Benjamin N. Cardozo High School	Bayside	1983-84
Blue Mountain Middle School	Peekskill	1982-83
Bronx High School of Science	Bronx	1982-83
Brooklyn Technical High School	Brooklyn	1982-83
Edgemont Junior/Senior High School	Scarsdale	1983-84
Garden City Junior High School	Garden City	1984-85
Greece Athena Senior High School	Rochester	1983-84
Jamaica High School	Mamaica	1984-85
Liverpool High School	Liverpool	1984-85
Louis Armstrong Middle School	East Elmhurst	1982-83
Miller Place High School	Miller PLace	1983-84
New Rochelle High School	New Rochelle	1983-84
Niskayuna High School	Schenectady	1982-83
Northport High School	Northport	1983-84
Paul D. Screiber High School	Port Washington	1984-85
Pierre Van Cortlandt Middle School	Croton-on-Hudson	1984-85
Robert Cushman Murphy Junior High Sch.	Stony Brook	1983-84
Scarsale High School	Scarsdale	1982-83
School #59-Science Magnet	Buffalo	1984-85
Shaker High School	Latham	1984-85
Shoreham-Wading River Middle School	Shoreham	1982-83
Stuyvesant High School	New York	1982-83
The Fox Lane Middle School	Bedford	1983-84
Vestal Senior High School	Vestal	1984-85
North Carolina		
Carmel Junior High School	Charlottee	1983-84
John A. Holmes High School	Edenton	1984-85
Lee County Senior High School	Sanford	1982-83
Manteo High School	Manteo	1983-84
McDowell High School	Marion	1984-85
Needham Broughton High	Raleigh	1983-84
North Davie Junior High School	Micksville	1984-85
William G. Enloe High School	Raleigh	1982-83
North Dakota		
Benjamin Franklin Junior High School	Fargo	1982-83
Divide County High School	Crosby	1983-84
Hazen Public High School	Hazen	1982-83
Hughes Junior High School	Bismarck	1984-85

Ohio

Arbor Hills Junior High School	Sylvania	1983-84
Berea High School	Berea	1984-85
Brunswick Middle School	Brunswick	1984-85
Centerville High School	Centerville	1983-84
Columbus Alternative High School	Columbus	1984-85
East Muskingum Middle School	New Concord	1983-84
Eastview Middle School	Bath	1982-83
Hastings Middle School	Upper Arlington	1984-85
Herman K. Ankeney Junior High School	Beavercreek	1983-84
Hudson High School	Hudson	1983-84
Hudson Junior High School	Hudson	1983-84
Indian Hill High School	Cincinnati	1983-84
Jennings Middle School	Akron	1984-85
Jones Middle School	Columbus	1983-84
Madeira High School	Cincinnati	1984-85
Mariemont High School	Cincinnati	1984-85
Ottawa Middle School	Cincinnati	1984-85
Perkins Junior High School	Akron	1982-83
Perry Middle School	Worthington	1984-85
Princeton Junior High School	Cincinnati	1982-83
Princeton High School	Cincinnati	1983-84
School for Creative & Performing Arts	Cincinnati	1984-85
Shaker Heights High School	Shaker Heights	1982-83
Theodore Roosevelt High School	Kent	1984-85
Upper Arlington High School	Upper Arlington	1984-85
Walnut Hills High School	Cincinnati	1984-85
William Henry Harrison Junior High Sch.	Harrison	1983-84
Woodbury Junior High School	Shaker Heights	1983-84
Wyoming High School	Wyoming	1982-83

Oklahoma

Ardmore High School	Ardmore	1982-83
Booker T. Washington High School	Tulsa	1982-83
Byng High School	Ada	1983-84
Gans Junior-Senior High School	Muldrow	1983-84
John Marshall High School	Oklahoma City	1982-83
Millwood High School	Oklahoma City	1983-84
Northeast High School	Oklahoma City	1983-84
Seiling Public Schools	Seiling	1984-85

Oregon		
Beaumont Middle School	Portland	1984-85
Beaverton High School	Beaverton	1984-85
Calapooia Middle School	Albany	1982-83
Cedar Park Intermediate School	Beaverton	1982-83
Clackamas High School	Milwaukie	1983-84
Crater High School	Central Point	1982-83
Floyd Light Middle School	Portland	1983-84
Lake Oswego High School	Lake Oswego	1982-83
Lake Oswego Junior High School	Lake Oswego	1984-85
McLoughlin Junior High School	Milwaukie	1983-84
Monroe Middle School	Eugene	1983-84
Nyssa High School	Nyssa	1984-85
Oaklea Middle School	Junction City	1982-83
Obsidian Junior High School	Redmond	1984-85
Oregon City High School	Oregon City	1984-85
Pleasant Hill High School	Pleasant Hill	1983-84
Renne Intermediate Schol	Newburg	1982-83
Rex Putman High School	Milwaukie	1984-85
South Eugene High School	Eugene	1982-83
Sunset High School	Beaverton	1982-83
West Linn High School	West Linn	1983-84
Pennsylvania		
Bala Cynwyd Middle School	Bala Cynwyd	1983-84
Conestoga Senior High School	Berwyn	1983-84
Delaware Valley Middle School	Milford	1984-85
Downingtown Area High School	Downingtown	1984-85
E.T. Richardson Middle School	Springfield	1984-85
East Junior High School	Waynesboro	1984-85
General Wayne Middle School	Malvern	1984-85
Harriton High School	Rosemont	1983-84
Louis E. Dieruff High School	Allentown	1984-85
Mount Lebanon High School	Pittsburgh	1983-84
Pennsbury High School	Fairless Hills	1984-85
Radnor High School	Radnor	1983-84
Sandy Run Middle School	Dresher	1983-84
Strath Haven High School	Wallingford	1984-85
Upper St. Clair High School	Pittsburgh	1983-84
Welsh Valley Middle School	Narberth	1983-84
Wissahickon Middle School	Ambler	1984-85
Rhode Island		
East Greenwich High School	East Greenwich	1983-84
Hugh Bain Junior High School	Cranston	1982-83
Lincoln High School	Lincoln	1982-83
South Kingstown Junior High School	Peace Dale	1984-85
Western Hills Junior High School	Cranston	1983-84

South Carolina		
Camden High School	Camden	1982-83
Conway High School	Conway	1984-85
Dent Middle School	Columbia	1984-85
E.L. Wright Middle School	Columbia	1983-84
Hillcrest Middle School	Simpsonville	1984-85
Irmo High School	Columbia	1982-83
League Middle School	Greenville	1982-83
Mauldin High School	Mauldin	1984-85
Richland Northeast High School	Columbia	1984-85
Rock Hill High School	Rock Hill	1983-84
Spartanburg Senior High School	Spartanburg	1982-83
Spring Valley High School	Columbia	1982-83
Tennessee		
Cleveland High School	Cleveland	1982-83
Collierville Middle School	Collierville	1982-83
Hillsboro High School	Nashville	1984-85
Hixson High School	Hixson	1984-85
Snowden School	Memphis	1982-83
Texas		
Bellaire Senior High School	Bellaire	1983-84
Desert View Middle School	El Paso	1983-84
Dr. Karl Bleyl Junior High School	Houston	1983-84
Highland Park High School	Dallas	1984-85
John Foster Dulles High School	Sugar Land	1984-85
Kingwood High School	Kingwood	1984-85
Plano Senior High School	Plano	1984-85
Richardson High School	Richardson	1983-84
Rockdale High School	Rockdale	1984-85
Stephen F. Austin High School	Austin	1982-83
Stratford High School	Houston	1983-84
Travis Middle School	Port Lavaca	1983-84
Winston Churchill High School	San Anotonio	1982-83
Utah		
Bountiful High School	Bountiful	1982-83
Brighton High School	Salt Lake City	1982-83
Butler Middle School	Salt Lake City	1982-83
Eastmont Middle School	Sandy	1983-84
Highland High School	Salt Lake City	1982-83
Logan Junior High School	Logan	1983-84
Logan Senior High School	Logan	1982-83
Mound Fort Middle School	Ogden	1984-85
Olympus High School	Salt Lake City	1984-85
South High School	Salt Lake City	1983-84
Timpview High School	Provo	1983-84
Wasatch Middle School	Heber City	1982-83

West Virgina		
Bridge Street Junior High School	Wheeling	1982-83
George Washington High School	Charleston	1983-84
St. Mary's High School	St. Mary's	1984-85
Tridelphia Junior High School	Wheeling	1982-83
Wheeling Junior High School	Wheeling	1982-83
Wheeling Park High School	Wheeling	1983-84
Wisconsin		
Brown Deer High School	Brown Deer	1983-84
Columbus High School	Columbus	1984-85
John Burroughs Middle School	Milwaukee	1983-84
Lafollette High School	Madison	1983-84
Memorial High School	Eau Claire	1982-83
Merrill Senior High School	Merrill	1984-85
Morse Middle School	Milwaukee	1984-85
Neenah High School	Neehah	1984-85
Owen-Withee High School	Owen	1983-84
Phoenix Middle School	Delavan	1984-85
Rufus King High School	Milwaukee	1982-83
Stevens Point Area Senior High School	Stevens Point	1984-85
Stoughton Middle School	Stoughton	1984-85
Webster Transitional School	Cedarburg	1982-83
West Senior High School	Madison	1984-85
Whitman Middle School	Wauwatosa	1984-85
Wyoming		
Douglas Middle School	Douglas	1982-83
Kelly Walsh High School	Casper	1983-84
Pine Bluffs High School	Pine Bluffs	1982-83
Department of Defense Overseas Dependent Schools		
Bahrain Elementary School/High School	Bahrain	1984-85
Frankfurt American High School	Frankfurt	1983-84
Heidelberg High School	Heidelberg	1983-84
Heidelberg Middle School	Heidelberg	1984-85
Rhein Main Junior High School	Rhein Main	1983-84
Seoul American High School	Seoul	1984-85

Vermont		
Hazen Union School	Hardwick	1983-84
South Burlington High School	South Burlington	1984-85
Virginia		
Breckinridge Junior High School	Roanoke	1983-84
Brookland Middle School	Richmond	1984-85
Cave Spring High School	Roanoke	1982-83
Dunbar-Erwin Middle School	Newport News	1983-84
E.C. Glass High School	Lynchburg	1982-83
George Mason Junior-Senior High School	Falls Church	1982-83
Hampton High School	Hampton	1984-85
Hermitage High School	Richmond	1983-84
Hidden Valley Junior High School	Roanoke	1983-84
Huntington Middle School	Newport News	1984-85
Menchville High School	Newport News	1983-84
Prospect Heights Middle School	Orange	1982-83
T.C. Williams High School	Alexandria	1982-83
Washington-Lee High School	Arlington	1984-85
Washington		
Blaine High School	Blaine	1984-85
Battle Ground High School	Battle Ground	1983-84
Cashmere Middle School	Cashmere	1982-83
Charles A. Lindbergh High School	Renton	1983-84
Colville High School	Colville	1983-84
Curtis High School	Tacoma	1982-83
Curtis Junior High School	Tacoma	1983-84
Hanford Secondary School	Richland	1982-83
Jefferson Middle School	Olympia	1983-84
John H. McKnight Middle School	Renton	1984-85
Kentridge High School	Kent	1984-85
Lake Washington High School	Kirland	1984-85
Mead Junior High School	Mead	1982-83
Meridian Junior High School	Kent	1984-85
Mount Rainier High School	Des Moines	1984-85
Omak Middle School	Omak	1983-84
Pasco Senior High School	Pasco	1982-83
Pleasant Valley Intermediate School	Vancouver	1984-85
Redmond High School	Redmond	1983-84
Ringdall Middle School	Bellevue	1984-85
Sacajawea Junior High School	Spokane	1982-83
Shorewood High School	Seattle	1982-83
Stevens Middle School	Port Angeles	1984-85
West Valley Junior High School	Yakima	1984-85
Wilbur High School	Wilbur	1983-84

Appendix B

Evolution of the Program

Evolution of the Program

While the basic process of selecting schools for recognition has remained intact over the three-year history of the Secondary School Recognition Program, there have been a number of important changes that have strengthened the design. As with anything new, one learns that initial designs are not always optimal during the course of their implementation. The important thing is that the program staff learned from those early experiences and used their knowledge to improve the quality of the program. For example, in the first year, site visits were only one day in duration and little attention was paid to classroom processes because of the time constraints. In subsequent years, the site visitation was expanded to two days and an explicit schedule of classroom visitations was initiated. The nomination form was also extensively revised after the first year of the program to more explicitly address the 14 attributes of success. Even the attributes themselves were redefined slightly in response to insights gained by the site visitors. Nomination quotas at the State level were also altered to reflect more accurately the population and total number of eligible students in each State. Through experience, the recognition program staff also learned how to make better use of the panelists and site visitors and by intensifying the training sessionns were able to minimize individual differences in conducting visits and preparing reports.

As with any program of this magnitude and visibility, there are always a numberof unresolved issues that continue to affect the process. The recognition program has certainly not been immune to such issues. Five of the more prominent issues are:

- o creating a national program
- o definition of "unusually successful"
- o promoting quality and progress
- o common forms for all schools
- o lack of feedback to schools not recognized.

Each of these is discussed below.

Creating a national program. The creation of any successful, large-scale program is a difficult feat. The positive response by the public to the recognition program exceeded even the highest expectations of the Department of Education. For a program of this scope to continue without legislative support, to operate on a small budget from the Secretary's discretionary fund, and to function with a small overworked staff is a tribute not only to those whose vision created the program but also the many people who have been responsible for its implementation. (A list of those people is presented in Appendix D.)

An important part of building the program has been the establishment and maintenance of cooperation with the chief State school officers. They are the ones responsible for providing the first round of nominations. The quality of the applicant pool is directly dependent upon their decisions. The recognition program staff work closely with the staff liaison representatives in each State to ensure that the goals of the program are communicated accurately to the local schools. As the recognition program has gained experience and public support, the participants have been able to learn from their past efforts and appraise the significance of their judgments. By recognizing that a variety of schools and school settings are worthy of recognition, and by casting their nets as broadly as possible, it is hoped that the State nomination process will continue to improve.

Definition of "unusually successful." The recognition program staff are explicit about the fact that this review process is not a scientific and objective one. Nor do they claim to be identifying and recognizing the "best" schools. Rather, they rely on professional judgments of experienced educators whose views merit respect to select schools whose unusual success makes them worthy of emulation. The program has actively resisted any formal rules for the recognition of schools. However, there are several important criteria that have influenced the professional judgments of panelists and site visitors. First, there is the notion that successful schools are uniquely responsive to the communities they serve. This criterion helps avoid the trap of defining overly prescriptive models of excellence. For example, the program acknowledges the importance of leadership but remains neutral about how leadership should be manifested. The same is true with school-community relations. Second, special attention is paid to discontinuities in the information about the schools. If the teachers paint one picture and the students a different one, the school will be unlikely to receive recognition. Third, if the atmosphere and program of the school does not provide opportunities for success for all students, particularly those students most in need of help, the school will undoubtedly not be recognized. Several very academically oriented schools have not received recognition for that reason. Fourth, candidness is a virtue. Panelists have admired schools that have addressed adversity head-on and have overcome or faced up to serious obstacles. They have been very skeptical of schools that indicate they have faced no obstacles and have no problems. Finally, schools that are unusually successful are also able to document a consistent track record. Trend data over time either show significant improvement or high stable figures for indicators of student achievement, staff and student attendance, graduation rates, and good discipline.

Promoting quality and progress. An issue that resists simple solution is whether to recognize schools with only the best quality programs or to recognize schools that have not yet reached the peaks of excellence but have improved relative to their past. The recognition program recognizes both but acknowledges that publicity in the early years spoke of excellence more loudly than improvement. More recently, a better balance has been achieved. However, it is a formidable task to define improvement. Improvement is an ambiguous concept and it seems that improving schools have to provide more evidence of their improvement than do good schools of their goodness. This problem is compounded by the fact that improving schools often are working so hard to achieve goals that they have little time to collect or reflect on information that bears on their success.

Common forms for all schools. If the recognition program recognizes that schools must respond to their local contexts, why is there a common format to the nomination form and site visit process? The assumption underlying this question is that important and unique characteristics may not be captured in a standardized format. The answer is that the nomination form and site visitation process are open-ended enough to allow a school to highlight its unique identity. Rather than constraining schools, the program structure provides enough flexibility for the full story to be told. There are no set formulas or scoring formats employed by panelists when making their decisions. Indeed, the essay structures of both the nomination form and the site visit report lend themselves to a wide range of responses by applicants. Several lengthy essay questions focusing on obstacles that have been overcome and factors that contribute most to the school's success offer opportunities to highlight uniqueness in very clear terms.

Lack of feedback to schools not recognized. The recognition program does a good job of selecting and recognizing unusually successful secondary schools. Testimony to that fact can be gleaned from almost any administrator from a recognized school. Where it has been less successful is in fostering excellence in the schools not recognized. Schools are affected by the decisions made and the recognition program is occasionally asked to justify why a school was not recognized. There is no easy way to deal with this issue. Each case requires personalized feedback about the concerns raised by site visitors or panelists. In a few cases, this feedback has prompted changes in schools.

However, the more important issue is how to encourage all those schools that did not apply to take note of the programs and practices in the recognized schools. Two efforts are underway to address this issue. First, the Secretary of Education sponsors a series of regional conferences each year so that the recognized schools have an opportunity to tell

their story to interested educators. In addition, an exemplary practices handbook that describes some of the programs and practices in these schools has been prepared. The strength of this handbook is that it not only describes the exemplary programs but also lists the people responsible for these programs and their telephone numbers. This creates the potential for exciting dialogues as others who wish to learn from the successes of these schools make direct contact with their peers.

These problems are not likely to be resolved to everyone's satisfaction. The operation of a national recognition program in a Nation as diverse as this one and one which delegates responsibility for public education to the 50 States is bound to generate disputes and differences in viewpoints. But this program has a dynamic character and, like the schools it seeks to recognize, it has shown a willingness to face up to difficult issues, to take risks to improve, and to learn from both its successes and mistakes.

Appendix C

Copies of:

C.1 High School Nomination Form

C.2 Junior High/Middle School Nomination Form

C.3 Site Visit Guide

SENIOR HIGH SCHOOL FORM

Code _____
(ED use only)

SECONDARY SCHOOL RECOGNITION PROGRAM

COVER SHEET

School Name_____ District_____

Principal's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____ County_____

_____

_____

Telephone Number ( )_____ Congressional District_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(Principal's Signature)

****

Superintendent's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____

_____

_____

Telephone Number ( )_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(Superintendent's Signature)

****

School Board President's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____

_____

_____

Telephone Number ( )_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(School Board President's Signature)

BEST COPY AVAILABLE

I. SCHOOL AND DISTRICT CHARACTERISTICS

1. Number of students enrolled at each grade level:
_____7th _____8th _____9th _____10th _____11th _____12th _____Total

2. Number of students enrolled in the district: _____

3. Number of schools in the district: _____Elementary Schools _____Junior High/Middle Schools _____High Schools _____Total

4. Number of residents in the district served by your school: _____

5. District Classification: (select only one)
_____Large City (Population more than 500,000)
_____Medium City (Population 150,000 - 500,000)
_____Small Town (Population less than 150,000)
_____Suburban
_____Rural (Population less than 2,500 or less than 1000 people per square mile)

6. Racial/ethinc composition of the students in your school:
_____%American Indian or Native Alaskan
_____%Asian or Pacific Islander
_____%Hispanic
_____%Black, not Hispanic Origin
_____%White, not Hispanic Origin

Does your school have a sizeable group of recent immigrants or refugees?

7. Percentage of students from low income families: _____ (Please indicate how you determined this number.)

8. Please indicate any significant changes that have occurred in any of the above figures in the last 3-5 years.

9. What are the primary educational needs of the particular group of students served by your school?

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10. Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

11. Does your school have any entrance requirements such as performance on an entrance exam? If so, please describe them.

12. Please indicate the number of staff in each of the following positions:

	Full-time	Part-time
Administrators	_____	_____
Classroom teachers	_____	_____
Teacher aides	_____	_____
Counselors	_____	_____
Subject area specialists (e.g. Reading specialists)	_____	_____
Library and other media professionals	_____	_____
Social workers	_____	_____
Security officers	_____	_____
Food service personnel	_____	_____
Clerical	_____	_____
Custodians	_____	_____

Have there been any significant changes in any of these numbers in the last three years?

13. How long has the principal been in his/her position? _____

14. How long have the other administrators been in their positions?_____

II. PROGRAMS, POLICIES, AND PRACTICES

The items in this section are intended to gather information about the ways the 14 attributes of success are reflected in the programs, policies, and practices in your school. The last item in this section invites you to describe other features of your school that contribute to its success.

In completing this section of the form, you should highlight the elements of the programs, policies, and practices that have been specifically created to meet the student needs described in the previous section.

1. CLEAR ACADEMIC GOALS

What are the overall instructional goals of your school?

How were the goals identified? How are they communicated to students? Teachers? Parents?

2. HIGH EXPECTATIONS FOR STUDENTS

Please use the chart below to indicate the minimum graduation requirements in the following subjects.

	1 year	2 years	3 years	4 years
English				
Math				
Social Studies				
Science				
Foreign Language				
Physical Education				
Arts				
Vocational Education (including Industrial Arts and Home Economics)				

Does your school have a school-wide approach to fostering the development of communication skills, particularly reading, writing, listening, and speaking? If so, please describe how it is implemented.

Please use the chart below to indicate the number of students enrolled in advanced study or honors classes. Also, please indicate how advanced study is defined.

	No. in advanced study	Definition of advanced study
English	_____	_____
Math	_____	_____
Social Studies	_____	_____
Science	_____	_____
Foreign Language	_____	_____

Total number of students enrolled in advanced study or honors classes. (Students enrolled in more than one course should only be counted once.)_____

In general, are students encouraged to complete course work that exceeds the basic requirements? If so, how? Approximately how many students do exceed these requirements? In what areas?

Does your school have any programs that concentrate on developing student study skills? If so, please describe them? How many students do they serve?

Does your school have any programs that provide remediation in basic skills or other areas? If so, please describe them and indicate how students are selected for them.

Please describe any other strategies used in your school to communicate high expectations for achievement and behavior to all students.

3. ORDER AND DISCIPLINE

Please summarize your school's overall approach to discipline: Are there any special procedures or programs to maintain order and discipline? If so, please describe them. What factors contribute most to order in your school?

4. REWARDS AND INCENTIVES FOR STUDENTS

Aside from grades, does your school have procedures for recognizing outstanding student accomplishments in course work as well as other school activities? If so, please describe them.

5. REGULAR AND FREQUENT MONITORING OF STUDENT PROGRESS

Other than report cards, does your school have regular procedures for notifying students and parents of student progress in classes? If so, please describe them.

What programs exist to provide advice to students about career and post-secondary educational opportunities available to them? What procedures exist to assist students in selecting courses necessary to achieve their career and academic goals?

Are there special programs and/or procedures to identify, counsel, and assist potential drop-outs or other high risk students? If so, please describe them and indicate the number of students served.

6. OPPORTUNITIES FOR MEANINGFUL STUDENT RESPONSIBILITY AND PARTICIPATION

What opportunities exist for student participation in school governance?

What opportunities exist for student participation in school-related community activities?

Please describe your school's program of co-curricular activities (e.g. clubs, intramural sports). Approximately what percentage of the student body is served by these activities?

7. TEACHER EFFICACY

What opportunities exist for teacher input in decisions about (a) instruction, (b) curriculum, (c) discipline policy, (d) teacher evaluation, (e) other activities?

Does your school have an ongoing staff development program? If so, please describe it, and discuss how it is planned. (Do not include district level programs or other activities not specifically developed for your school.) Are there incentives for teachers to complete advanced study in the content areas, reading instruction, or instruction in other areas?

8. REWARDS AND INCENTIVES FOR TEACHERS

Does your school have formal procedures for evaluating teachers? If so, please describe them, including the feedback mechanisms.

Are there formal procedures for recognizing excellent teachers? Are there special rewards or incentives available for them? If so, please describe them.

9. CONCENTRATION ON ACADEMIC LEARNING TIME

What policies and procedures does your school and/or district have to ensure effective use of time available for teaching and learning in the academic core?

Does your school have a formal policy on homework? If so, please summarize it. How is it enforced?

10. **POSITIVE SCHOOL CLIMATE**

In general, how would your describe the climate of your school? What has been done to create this climate? Were these things planned or unplanned?

11. **ADMINISTRATIVE LEADERSHIP**

Aside from regular staff meetings, routine memoranda, and announcements, are there regular opportunities and procedures, formal or informal, for communication between the principal and staff? If so, please describe them. Please highlight those that focus on school-wide instructional issues.

What opportunities are there for communication and coordination among other building administrators and teachers?

In what other ways does the principal demonstrate instructional and administrative leadership?

12. WELL-ARTICULATED CURRICULUM

What procedures are followed to ensure proper sequencing and to reduce overlap in content areas?

Are there procedures for review of content and sequence across grade levels? If so, please describe them.

Are there regular opportunities for planning and coordination of content with teachers on the junior high or middle school level? If so, please describe them.

13. EVALUATION FOR INSTRUCTIONAL IMPROVEMENT

Does your school have regular procedures for evaluating the success of instructional programs and the effectiveness of the organizational structure? If so, please describe them. When was the most recent evaluation completed? Who participated?

Please summarize the results of the most recent evaluation. What strengths and weaknesses were identified?

Is the evaluation report available? _____

How have the results of the evaluation been communicated to the community?

14. COMMUNITY SUPPORT AND INVOLVEMENT

Please describe, briefly, the relationship with the community served by your school? Please describe any opportunities for parent participation in school activities.

Are there opportunities for participation in the school by other groups in the community (e.g. civic and business associaitons? If so, please describe them.

Is the school available for use by community groups for educational or other programs? If so, please describe the activities.

Please use this space to describe elements of your school's programs, policies, and practices which, in your judgement, are important in understanding the success of your school and are not mentioned elsewhere.

III. PROGRESS TOWARD EXCELLENCE

1. As you look back over the last 3-5 years, what conditions and changes have contributed most to the overall success of your school? In answering this question, please feel free to expand your answers to previous questions and to introduce any new information that you feel is important in understanding your school.

2. **Establishing and a maintaining successful school frequently involves overcoming a variety of obstacles and impediments. What problems has your school faced during the last 3-5 years and how have you overcome them?**

IV. INDICATORS OF SUCCESS

1. Aside from regular evaluation of student performance in individual classes, does your school have formal procedures for measuring/reporting student achievement(e.g Scholastic Aptitude Tests, American College Test, etc.)? If so, please describe them, and in a form appropriate for your school, indicate the results from the last three evaluation periods.

2. Does your school, district, or State have a minimum competency testing program? If so, please describe it, and in a format appropriate for your school, indicate the results from the last three testing periods.

3. Of the students who graduated last year, approximately how many:

Enrolled in a four-year college or university	_____
Enrolled in a community college	_____
Enrolled in vocational training	_____
Enlisted in the military	_____
Found full-time employment	_____
Found part-time employment	_____

Have any of these rates changed significantly (i.e. by more than 10%) in the last 3-5 years? If so, please describe the changes and the reasons for them.

4. Please indicate your school's performance last year in the following areas:

Daily student attendance _____%
Daily teacher attendance _____%
Suspensions _____% _____%In school
_____%Out of school
Other exclusions _____%

Have any of these rates changed significantly (i.e. by more than 10%) in the past 3-5 years?

5. Please indicate the percentage of drop-outs for each of the past three years.

1983-84 _____%
1982-83 _____%
1981-82 _____%

What is the district definition of a "drop-out"?

If these rates have changed by more than 10%, please explain the reason(s) for the change.

6. Please list any recent awards received by your school for outstanding programs and teacher performance.

7. Please list any awards, scholarship, or other recognition received by your students in academic, vocational, or co-curricular competitions.

Names of the people who assisted in preparing this form.

Name	Position/Title	Signature

JUNIOR HIGH/MIDDLE SCHOOL FORM

Code _____
(ED use only)

SECONDARY SCHOOL RECOGNITION PROGRAM

COVER SHEET

School Name_____ District_____

Principal's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____ County_____

_____

_____

Telephone Number ( )_____ Congressional District_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(Principal's Signature)

****

Superintendent's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____

_____

_____

Telephone Number ( )_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(Superintendent's Signature)

****

School Board President's Name(Mrs. Miss Ms. Mr. Dr.)_____

Address_____

_____

_____

Telephone Number ( )_____

I have reviewed the information contained in this form and, to the best of my knowledge, it is accurate.

_____ Date_____
(School Board President's Signature)

I. SCHOOL AND DISTRICT CHARACTERISTICS

1. Number of students enrolled at each grade level:

_____5th_____6th_____7th_____8th_____9th_____TOTAL

2. Number of students enrolled in the district: _____

3. Number of schools in the district: _____Elementary Schools _____Junior High/Middle Schools _____High Schools _____Total

4. Number of residents in the district served by your school: _____

5. District Classification: (select only one)
_____Large City (Population more than 500,000)
_____Medium City (Population 150,000 - 500,000)
_____Small Town (Population less than 150,000)
_____Suburban
_____Rural (Population less than 2,500 or less than 1000 people per square mile)

6. Racial/ethinc composition of the students in your school:
_____%American Indian or Native Alaskan
_____%Asian or Pacific Islander
_____%Hispanic
_____%Black, not Hispanic Origin
_____%White, not Hispanic Origin

Does your school have a sizeable group of recent immigrants or refugees?

7. Percentage of students from low income families: _____ (Please indicate how you determined this number.)

8. Please indicate any significant changes that have occurred in any of the above figures in the last 3-5 years.

9. What are the primary educational needs of the particular group of students served by your school?

10. Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

11. Does your school have any entrance requirements such as performance on an entrance exam? If so, please describe them.

12. Please indicate the number of staff in each of the following positions:

	Full-time	Part-time
Administrators	_____	_____
Classroom teachers	_____	_____
Teacher aides	_____	_____
Counselors	_____	_____
Subject area specialists (e.g. Reading specialists)	_____	_____
Library and other media professionals	_____	_____
Social workers	_____	_____
Security officers	_____	_____
Food service personnel	_____	_____
Clerical	_____	_____
Custodians	_____	_____

Have there been any significant changes in any of these numbers in the last three years?

13. How long has the principal been in his/her position? _____

14. How long have the other administrators been in their positions?_____

II. PROGRAMS, POLICIES, AND PRACTICES

The items in this section are intended to gather information about the ways the 14 attributes of success are reflected in the programs, policies, and practices in your school. The last item in this section invites you to describe other features of your school that contribute to its success.

In completing this section of the form, you should highlight the elements of the programs, policies, and practices that have been specifically created to meet the student needs described in the previous section.

1. CLEAR ACADEMIC GOALS

What are the overall instructional goals of your school?

How were the goals identified? How are they communicated to students? Teachers? Parents?

2. HIGH EXPECTATIONS FOR STUDENTS

Please use the chart below to indicate the minimum graduation requirements in the following subjects.

	1 year	2 years	3 years	4 years
English	_____	_____	_____	_____
Math	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Science	_____	_____	_____	_____
Foreign Language	_____	_____	_____	_____
Physical Education	_____	_____	_____	_____
Arts	_____	_____	_____	_____
Vocational Education (including Industrial Arts and Home Economics)	_____	_____	_____	_____

Does your school have a school-wide approach to fostering the development of communication skills, particularly reading, writing, listening, and speaking? If so, please describe how it is implemented.

Please use the chart below to indicate the number of students enrolled in advanced study or honors classes. Also, please indicate how advanced study is defined.

	No. in advanced study	Definition of advanced study
English	_____	_____
Math	_____	_____
Social Studies	_____	_____
Science	_____	_____
Foreign Language	_____	_____

Total number of students enrolled in advanced study or honors classes. (Students enrolled in more than one course should only be counted once.) _____

In general, are students encouraged to complete course work that exceeds the basic requirements? If so, how? Approximately how many students do exceed these requirements? In what areas?

Does your school have any programs that concentrate on developing student study skills? If so, please describe them? How many students do they serve?

Does your school have any programs that provide remediation in basic skills or other areas? If so, please describe them and indicate how students are selected for them.

Please describe any other strategies used in your school to communicate high expectations for achievement and behavior to all students.

3. ORDER AND DISCIPLINE

Please summarize your school's overall approach to discipline. Are there any special procedures or programs to maintain order and discipline? If so, please describe them. What factors contribute most to order in your school?

4. REWARDS AND INCENTIVES FOR STUDENTS

Aside from grades, does your school have procedures for recognizing outstanding student accomplishments in course work as well as other school activities? If so, please describe them.

5. REGULAR AND FREQUENT MONITORING OF STUDENT PROGRESS

Other than report cards, does your school have regular procedures for notifying students and parents of student progress in classes? If so, please describe them.

What programs exist to provide advice to students about career and post-secondary educational opportunities available to them? What procedures exist to assist students in selecting courses necessary to achieve their career and academic goals?

Are there special programs and/or procedures to identify, counsel, and assist potential drop-outs or other high risk students? If so, please describe them and indicate the number of students served.

6. OPPORTUNITIES FOR MEANINGFUL STUDENT RESPONSIBILITY AND PARTICIPATION

What opportunities exist for student participation in school governance?

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What opportunities exist for student participation in school-related community activities?

Please describe your school's program of co-curricular activities (e.g. clubs, intramural sports). Approximately what percentage of the student body is served by these activities?

7. TEACHER EFFICACY

What opportunities exist for teacher input in decisions about (a) instruction, (b) curriculum, (c) discipline policy, (d) teacher evaluation, (e) other activities?

Does your school have an ongoing staff development program? If so, please describe it, and discuss how it is planned. (Do not include district level programs or other activities not specifically developed for your school.) Are there incentives for teachers to complete advanced study in the content areas, reading instruction, or instruction in other areas?

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8. REWARDS AND INCENTIVES FOR TEACHERS

Does your school have formal procedures for evaluating teachers? If so, please describe them, including the feedback mechanisms.

Are there formal procedures for recognizing excellent teachers? Are there special rewards or incentives available for them? If so, please describe them.

9. CONCENTRATION ON ACADEMIC LEARNING TIME

What policies and procedures does your school and/or district have to ensure effective use of time available for teaching and learning in the academic core?

Does your school have a formal policy on homework? If so, please summarize it. How is it enforced?

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10. POSITIVE SCHOOL CLIMATE

In general, how would your describe the climate of your school? What has been done to create this climate? Were these things planned or unplanned?

11. ADMINISTRATIVE LEADERSHIP

Aside from regular staff meetings, routine memoranda, and announcements, are there regular opportunities and procedures, formal or informal, for communication between the principal and staff? If so, please describe them. Please highlight those that focus on school-wide instructional issues.

What opportunities are there for communication and coordination among other building administrators and teachers?

In what other ways does the principal demonstrate instructional and administrative leadership?

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12. WELL-ARTICULATED CURRICULUM

What procedures are followed to ensure proper sequencing and to reduce overlap in content areas?

Are there procedures for review of content and sequence across grade levels? If so, please describe them.

Are there regular opportunities for planning and coordination of content with teachers on the junior high or middle school level? If so, please describe them.

13. EVALUATION FOR INSTRUCTIONAL IMPROVEMENT

Does your school have regular procedures for evaluating the success of instructional programs and the effectiveness of the organizational structure? If so, please describe them. When was the most recent evaluation completed? Who participated?

Please summarize the results of the most recent evaluation. What strengths and weaknesses were identified?

Is the evaluation report available? _____

How have the results of the evaluation been communicated to the community?

14. COMMUNITY SUPPORT AND INVOLVEMENT

Please describe, briefly, the relationship with the community served by your school? Please describe any opportunities for parent participation in school activities.

Are there opportunities for participation in the school by other groups in the community (e.g. civic and business associaitons? If so, please describe them.

Is the school available for use by community groups for educational or other programs? If so, please describe the activities.

Please use this space to describe elements of your school's programs, policies, and practices which, in your judgement, are important in understanding the success of your school and are not mentioned elsewhere.

III. PROGRESS TOWARD EXCELLENCE

1. As you look back over the last 3-5 years, what conditions and changes have contributed most to the overall success of your school? In answering this question, please feel free to expand your answers to previous questions and to introduce any new information that you feel is important in understanding your school.

2. Establishing and a maintaining successful school frequently involves overcoming a variety of obstacles and impediments. What problems has your school faced during the last 3-5 years and how have you overcome them?

IV. INDICATORS OF SUCCESS

1. Aside from regular evaluation of student performance in individual classes, does your school have formal procedures for measuring/reporting student achievement. If so, please describe them, and in a form appropriate for your school, indicate the results from the last three evalaution periods.

2. Does your school, district, or State have a minimum competency testing program? If so, please describe it, and in a format appropriate for your school, indicate the results from the last three testing periods.

3. Does your school collect information on student success in high school? If so, what does it indicate about students who have graduated from your school in the last 3 - 5 years?

Have any of these rates changed significantly (i.e. by more than 10%) in the last 3-4 years? If so, please describe the changes and the reasons for them.

4. Please indicate your school's performance last year in the following areas:

Daily student attendance _____%
Daily teacher attendance _____%
Suspensions _____% _____%In school
_____%Out of school
Other exclusions _____%

Have any of these rates changed significantly (i.e. by more than 10%) in the past 3-5 years?

5. Please indicate the percentage of drop-outs for each of the past three years.

1983-84 _____%
1982-83 _____%
1981-82 _____%

What is the district definition of a "drop-out"?

If these rates have changed by more than 10%, please explain the reason(s) for the change.

6. Please list any recent awards received by your school for outstanding programs and teacher performance.

7. Please list any awards, scholarship, or other recognition received by your students in academic, vocational, or co-curricular competitions.

Names of the people who assisted in preparing this form.

Name	Position/Title	Signature

U. S. Department of Education
1984-85 Secondary School Recognition Program

School Name_____Code___
City_____State_____
Visitor_____
Date of Visit_____

SITE VISIT GUIDE

1. The Teachers

(a). Please describe the teachers' perceptions of the current state of the school. Do they think it is a good school? What do they think are the most important strengths of the school? How does it feel to them? (i.e. friendly, warm, exciting, boring, etc.)

(b). Do teachers think that all of the students' needs are being met? What evidence do they offer to support their assessments?

(c). Do teachers think they have a meaningful role in planning and decision making? Please cite examples.

(d). Do teachers feel they have ample opportunity for communication and planning about curriculum development? Instructional issues? Other program or policy issues? Do these opportunities extend across subject areas and/or grade levels? Please cite examples?

(e). Do teachers feel that their efforts and accomplishments (in planning, in program development, in teaching, etc.) are recognized and appreciated? If so, how and by whom?

(f). Do teachers feel that there are aspects of the school program that could be improved? If so, what are they? Do the teachers believe that the improvements will occur?

2. The Students

(a). Do students think this is a good school? Why? What are five good things students would tell their friends about this school? How does the school feel to them? (i.e. warm, friendly, exciting, boring, intimidating, challenging, etc.) Do they feel that there are adults with whom they can talk or from whom they can seek advice? Are there teachers they admire and respect?

(b). Do students feel that the needs of all of their friends and peers are being met? Can they cite examples of special efforts to meet special needs?

(c). What do students seem not to like about the school? What suggestions do they have for improvements?

(d). Please describe students' impressions of what is expected of them (work expectations and behavioral expectations)? Do they feel that the amount and type of work they are expected to do is reasonable? How much time do they spend on it during the day and after school? Are expectations equally demanding of all students? If not, how do they vary?

(e). In addition to grades, are there ways that good student performance is noted and rewarded? What examples do students cite?

(f). What co-curricular activities are available to students? Do students regard them as worthwhile? How much do they take advantage of them? How much do their friends take advantage of these activities?

(g). Do students see any opportunities to influence school programs and/or policy? If so, please describe them.

3. SPECIAL SERVICE PERSONNEL (Reading Teachers, Counselors, etc.)

(a). Do these individuals perceive that their roles and functions are adequately integrated into the regular school program? How? (eg. Note approximate percentage of time spent with students and staff vs. time spent on administrative duties)

(b). Do the specialists feel that they have ample opportunity for communication with subject area teachers, building administrators, support staff, and parents? With whom do they actually work? How much time is actually available for collaboration, etc.?

(c). How do these individuals see their programs and projects contributing to the overall success of the school?

4. PARENTS/COMMUNITY

(a). Do parents (and other members of the community) think this is a good school? What do parents feel are the best qualities of this school? Why? How does this school feel to them? (i.e. intimidating, friendly, warm exciting, boring, etc.)

(b). What do parents think are the most important things youngsters should learn? Do they feel that these things are given adequate attention in this school?

(c). Do parents believe that the needs of all students are being met? What evidence do they offer to support their assessments?

(d). Do they feel they have adequate access to the principal and the staff? What do they cite as examples of positive interactions between the school and the community?

5. THE PRINCIPAL

(a). Please describe the principal's assessment of the current state of the school. What is she/he really excited about? What does she/he identify as the most outstanding characteristic(s) of the school?

(b). What is the principal doing to sustain improvements and what is she/he doing to solve problems? What specific plans and programs are in place to carry out these improvements?

(c). Describe the principal's vision of the future of the school. How does she/he plan on realizing it?

7. INFORMAL SETTINGS

(a). Please describe the general nature of the interactions among students and among students and adults in the corridors, in the cafeteria, and in other gathering places inside and outside the building.

(b). Please describe the atmosphere of the school while classes are in session. (i.e noise level in the corridor, interruptions in classroom routines, etc.)

8. FORMAL INSTRUCTIONAL SETTINGS

Please describe the instructional settings you observed during your visit. Please organize your descriptions around the items included in the classroom observations guide.

FORMAL INSTRUCTIONAL SETTINGS (continued)

9. PHYSICAL FACILITIES

Please describe the overall condition of the building and grounds. Are they clean and well-maintained? Is there much graffiti?

10. THE SUPERINTENDENT (OR OTHER LEA OFFICIAL)

Please summarize any portion of your conversation that may be pertinent to understanding what contributes to the school's success.

11. ADDITIONAL INFORMATION

Please use this space to note anything that you believe is important in understanding this school, and that is not mentioned elsewhere in your report.

CLASSROOM OBSERVATION GUIDE

1. Please describe the physical environment of the classroom. (Consider the architecture, seating arrangements, grouping patterns, furnishings, materials, and adjacent usable space such as work areas etc.)

2. Please describe the activity that is in progress. (Drill, testing, lecture, discussion, written assignment, busy work, etc.) What strategies does the teacher use to foster the development of critical thinking skills among students?

3. Please describe the array of student-teacher verbal interactions. (Direct questioning, indirect questioning, feedback, criticism, praise, etc.)

4. Please describe the overall classroom atmosphere and the visible affect present during student/teacher and student/student interactions. (For example, is the classroom orderly, tense, quiet, etc? Are students and teachers interested, enthusiastic, tense, etc?)

5. Please describe how the time available for instruction is actually used. (Announcements, discipline, start-up activities, direct instruction, clean-up, etc.) What portion of the class time is devoted to teacher talk?

Appendix D

List of:

D.1 Recognition Program Staff

D.2 Panelists

D.3 Site Visitors

D.1 Program Staff

Bruce Haslam	Kathy Crossley
Patricia McKee	Shelia Sam

D.2 Panelists

Janice Adkisson	1984-85
Larry Alexander	1983-84
John Argeropolous	1984-85
Lewis L. Beall	1984-85
Milton Bins	1984-85
William C. Bosher	1984-85
Mona-Lee Bretall	1982-83
Bruce Brombacher	1982-83
Rosemary K. Clarke	1983-85
Mara Clisby	1984-85
William C. Clohan, Jr.	1984-85
Delmar A. Cobble	1984-85
David Colton	1982-83
Ramon C. Cortines	1982-84
Sidney Estes	1982-83
Martha Fricke	1983-84
June Gabler	1984-85
Eileen M. Gardner	1982-83
Gene Geisert	1983-84
Eric Gilberson	1984-85
Alvin Granowsky	1984-85
Peter Greer	1984-85
Kathleen Gruenhagen	1984-85
G. Jean Hall	1984-85
Jasper Harris	1984-85
Ardys Heise	1983-84
Harold Herber	1982-83
Elam Hertzler	1984-85
Antoinette L. Horner	1983-85
James House	1982-83
Tom Howerton	1982-83
Dorothy E. Jenkins	1984-85
James Jess	1983-85
Madeleine-Claude Jobrack	1982-83
Robert R. Jones	1983-84
Karl M. Kuttler, Jr.	1983-84
Myrra Lee	1982-83
Karen Leveridge	1982-84
Pearl C. Lineberry	1984-85
Wayne H. Linkenheimer	1983-84
Joan S. Lipsitz	1982-83
Ruben Lopez	1983-84
Caroline McMullen	1983-84
Arthur Mallory	1982-83
Loretta Manwaring	1982-83

George Melton	1982-85
Hilda Minkoff	1983-84
Brad B. Moore	1983-84
John Mulhurn	1983-84
Ruby Murchison	1983-84
Pat Murdock	1982-83
James Oglesby	1983-84
Joseph D. Parker	1982-84
William Parrish	1982-85
Richard E. Pesqueira	1982-83
Alice Pinderhughes	1984-85
Marlene Pinten	1982-83
Charlene Popham	1984-85
Anglea A. Puglisi	1984-85
Ruth Randall	1984-85
Helen B. Regan	1983-84
Don Roberts	1982-83
Joyce Woodward Rogers	1982-85
John Rowlette	1982-84
William Royster	1982-83
Robert C. Russell	1984-85
Ted Sanders	1983-84
Mike Scott	1983-85
Carole Sedita	1982-83
Linda Spoerl	1984-85
Robert St. Clair	1984-85
Marilyn Steele	1982-83
Wayne Teague	1984-85
Jerry L. Terrill	1982-84
Dorothy W. Thomas	1983-85
Vivian Tom	1983-85
Suzanne Triplett	1982-83
Roy Truby	1983-84
Mary Beth Vaughn	1982-84
Vendean Vifiades	1983-84
Millie Waterman	1983-84
Hugh Watson	1982-83
Henry Wheeler	1983-84
Vera M. White	1983-84
JoAnn S. Wimmer	1984-85

D.3 Site Visitors

Harriet Adair	1984-85
James D. Andersen	1983-84
Robert F. Ayres	1984-85
Naomi Benzil	1984-85
Seymour W. Bixhorn	1984-85
Robert Blum	1982-84
Larry Bowers	1984-85
Martine G. Brizius	1983-84
Martin Burlingame	1982-83
Don Burnes	1982-83
Cheryl Chase	1983-85
James H. Clarke	1983-84
Nancy D. Colletta	1984-85
Nat Colletta	1982-83
Thomas Corcoran	1982-84
Larry Cuban	1982-83
Jacob E. Dailey	1984-85
O.L. Davis	1982-83
Dan Deschamp	1983-84
Edward Ducharme	1984-85
Jean Erdman	1983-84
Gary Estes	1983-85
William Firestone	1983-84
Antoine Garibaldi	1982-85
James Garvin	1982-84
Michael F. Graves	1982-83
Rex Hagans	1983-84
Lee L. Hager	1984-85
Ardys Heise	1984-85
Steven Henderson	1982-85
J.Howard Johnston	1982-83
Ray Kellis	1984-85
William Kerewsky	1984-85
Jack R. King	1984-85
Lily Kliot	1982-83
Mary Kluender	1984-85
George Krelis	1984-85
Patricia Krysinski	1984-85
Glenda Landon	1984-85
Marian Leibowitz	1984-85

Richard Long	1982-85
Larry McClure	1983-84
Antia Mitchell	1982-83
Joseph Newlin	1983-85
Fred M. Newmann	1982-83
George Noblit	1982-83
Alan Odden	1982-83
Robert S. O'Donnell	1983-84
James Oglesby	1984-85
Robert Palaich	1982-83
Richard Pesquiera	1983-85
William Pink	1982-83
Marlene Pinten	1983-84
Robert Poland	1984-85
Barbara Polling	1983-84
George Rentsch	1984-85
Joe Richardson	1982-85
James Riley	1982-83
Florence Rivette	1984-85
Patricia Robbins	1984-85
Richard Sagor	1984-85
Helen V. Saunders	1984-85
Joan Schine	1982-83
George Seagraves	1983-84
Carole Sedita	1983-85
Dorothy Shipman	1983-85
David J. Smith	1984-85
Charles Tesconi	1982-84
Pamela D. Thomas	1984-85
James Thrasher	1982-83
William Tikunoff	1983-84
Susan Tucker	1983-84
Beatrice Ward	1982-85
Bruce Ward	1983-84
Ronald Watson	1984-85
Gary Wehlege	1982-83
Carole Willis	1982-83
Bruce Wilson	1983-84